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LOK SABHA DEBATES

(Thirteenth Session)

सत्यमेव जयते

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LOK SABHA

Monday, March 20, 1961/
Phalguna 29, 1882 (Saka)

The Lok Sabha met at Eleven of the Clock.

[MR. SPEAKER *in the Chair*]

ORAL ANSWERS TO QUESTIONS

Rural Life Insurance

+

*953. **Shri Harish Chandra Mathur:**
Shri Osman Ali Khan:
Shri Kodiyan
Shri Assar

Will the Minister of **Finance** be pleased to state:

(a) whether Government have any plan for Rural Life Insurance through the agency of Panchayats; and

(b) what is the reaction of State Governments to the Scheme?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): (a) and (b). The scheme of Rural Insurance through Panchayats still under consideration in consultation with the State Governments and the Life Insurance Corporation.

Shri Harish Chandra Mathur: May I know whether the intention is to have the panchayat as a body as your agents or sarpanch or individuals as your agents? If it is proposed to appoint panchayats, will they be given any preferential treatment?

Shrimati Tarkeshwari Sinha: The panchayats themselves will nominate the sarpanch or mukhiya as their agent and if the scheme is implemented it will have to be done in consultation with the respective States. If the panchayats get the agency and they appoint one person from the panchayat, the mukhiya or the sarpanch in the first year one-fourth of the commission will be given to the agent and three-fourths will go to the panchayats. From the next year all the commission will go to the panchayats.

Shri Harish Chandra Mathur: May I know what proposals have been placed before the State Governments and whether they are in consultation with the Ministry of Community Development?

Shrimati Tarkeshwari Sinha: The Ministry of Community Development themselves suggested the scheme to the Life Insurance Corporation and the Corporation agreed to cooperate. Now the Ministry has written to the respective State Governments and each State is examining the scheme in its own context. Some progress has been made in regard to certain States. For example, Rajasthan has already implemented the scheme. The details of the scheme if accepted will be worked out in the respective States by the representatives of the Life Insurance Corporation.

श्री म० ला० द्विवेदी : मैं जानना चाहता हूं कि किन-किन राज्यों की इस सम्बन्ध में प्रतिक्रिया मालूम हुई है और इस सम्बन्ध में कितनी और देरी लगेगी ?

श्रीमती तारकेश्वरी सिन्हा : राजस्थान, असम, और मध्य देश, में कुछ हद तक कामयाबी हासिल हुई है और आंध्र प्रदेश, केरल, मद्रास, जम्मू काश्मीर, उत्तर प्रदेश, हिमाचल प्रदेश और बिहार में इसके बारे

में जांच पड़ताल हो रही है और कोशिश हो रही है । दिल्ली, वैस्ट बंगाल और उड़ीसा ने अभी मजबूरी जाहिर की है।

Shrimati Ila Palchoudhuri: The hon. Deputy Minister was pleased to say that the panchayats would be given some sort of responsibility for the rural life insurance. Will they also tackle the Janata policies in the rural areas?

Shrimati Tarkeshwari Sinha: This is something very different from the janata policies. This should not be confused with it.

Shri Ajit Singh Sarhadi: Nothing has been mentioned about the Punjab. May I know what progress has been made there?

Shrimati Tarkeshwari Sinha: As I said, the Ministry of Community Development has written to every State. The progress that has been made I have already stated.

Shri Ram Krishan Gupta: May I know what is the reaction of the Punjab Government to this proposal—whether any reply has been received from that State?

Shrimati Tarkeshwari Sinha: It is not yet known, Sir.

Shri Sadhan Gupta: May I know whether any particular kind of policy is contemplated under this scheme, or is it a scheme for issuing all kinds of policies?

Shrimati Tarkeshwari Sinha: No particular kind of policy is contemplated. It is a matter for the Life Insurance Corporation to decide.

श्री खुशवक्त राय : मैं जानना चाहता हूं कि इनश्योरेंस के लिये देहाती क्षेत्रों की परिभाषा आबादी के खयाल से क्या कोई की गई है ?

श्रीमती तारकेश्वरी सिन्हा : देहात की परिभाषा करने की आवश्यकता तो खास नहीं है ।

Shri Kodiyan: One of the things which stands in the way of implementing the rural life insurance scheme in the rural areas is the absence of facilities for medical examination. May I know what action has been taken by Government in this respect?

Shrimati Tarkeshwari Sinha: The system of medical examination has been very much simplified by the Life Insurance Corporation because of these considerations.

श्री पहाड़िया : राजस्थान में क्या यह लाइफ इंश्योरेंस का काम पंचायतों के जरिये शुरू किया गया था और यदि किया गया था तो उसका क्या नतीजा निकला है ?

श्रीमती तारकेश्वरी सिन्हा : राजस्थान में इसका अच्छा प्रभाव पड़ा है और काफी अच्छी उन्नति हुई है ।

Shri K. N. Pande: May I know what are the difficulties experienced by the State Government in implementing this scheme?

Shrimati Tarkeshwari Sinha: They might have their own difficulties—there are various considerations.

Shri Harish Chandra Mathur: I know that Rajasthan is doing fairly good work in this matter. Therefore I am not in a position to understand the answer of the hon. Deputy Minister that the scheme is still under consideration, while it is already under operation. On what lines is the scheme under operation—whether it is being operated by the panchayats as a body or through sarpanches?

Shrimati Tarkeshwari Sinha: Even before the present scheme was sponsored by the Ministry of Community development, Rajasthan had already started the scheme. I have already

stated that in Rajasthan the scheme has advanced to a great extent in twenty blocks, I mentioned some other States in which the matter is under consideration.

इस्पात का निर्यात

*६५४. **श्री म० ला० द्विवेदी** : क्या **इस्पात, खान और ईंधन** मंत्री यह बताने की कृपा करेंगे कि :

(क) सरकारी उद्योग क्षेत्र में इस्पात के तीनों कारखानों के चालू होने के बाद अगले वर्ष भारत लोहे का तैयार माल कितनी मात्रा में निर्यात कर सकेगा ;

(ख) क्या इन कारखानों का कुल उत्पादन देश की कुल आवश्यकताओं से अधिक होगा और यदि नहीं, तो यह निर्यात कहां तक और किन बातों के आधार पर उचित होगा ;

(ग) किन-किन देशों में लोहे के तैयार माल की मांग है और भारत का किन-किन देशों को इसका निर्यात करने का विचार है; और

(घ) क्या भारत सरकार ने उन देशों के साथ पत्र-व्यवहार आरम्भ किया है जहां इन की मांग है और यदि हां, तो इस कार्य में अब तक क्या प्रगति हुई है ?

इस्पात, खान और ईंधन मंत्री के सभासचिव (श्री गजेन्द्र प्रसाद सिन्हा) : (क) और (ख). जैसा कि माननीय सदस्य को मालूम है सरकारी उद्योग क्षेत्र में इस्पात का उत्पादन १९५९ के प्रारम्भ में शुरू हुआ था । तब से लेकर इस्पात कारखानों के विभिन्न विभाग उत्तरोत्तर चालू हुए हैं । इस अवस्था में अपिधम लोहा (Pig Iron) और अर्द्ध परिरूपित इस्पात (Semi-finished Steel) जैसे पिण्डके (Ingots) बिलेट (Billets) और स्लेब (Slabs) का निर्यात करना सम्भव हो सका है । फिनिशिंग मिलों के चालू हो जाने पर यह आशा नहीं की जाती कि निर्यात के लिए कोई वास्तविक बचत होगी । यह सम्भव हो सकता है कि कुछ ऐसा माल जिस की देश में सख्त जरूरत न हो विदेशी मुद्रा प्राप्त करने के लिये निर्यात किया जाये ताकि उससे देश में ऐसे माल का आयात किया जा सके जिसकी मांग इस्पात कारखानों के अधिक उत्पादन से भी भली प्रकार न हो सकती हो । इस आधार पर यह सम्भव हो सकता है कि १९६१ में कुछ मात्रा में स्लैब (Slabs) बिलेट (Billets) वाइड स्ट्रिप (Wide Strip) और शायद हेवी स्ट्रक्चरल (Heavy Structurals) और बार (Bars) निर्यात किये जायें ।

(ग) और (घ). निर्यात उन देशों को किया जायेगा जिन में उस समय मांग होगी । अब तक लोहे और इस्पात का निर्यात पाकिस्तान, जापान, यू० के०, यू०, एस० ए०, इटली, पश्चिमी जर्मनी, हालैण्ड, ब्रह्मा, अफगानिस्तान और नेपाल को किया गया है ।

(a) and (b). As the Hon'ble Member is aware, the production of iron in the public sector was started early in 1959. Since then various Departments of the steel works have been progressively put into operation. During this stage, it has been possible to export pig iron and semi-finished steel like ingots, slabs and billets. With the operation of the finishing mills, it is not expected that there would be any net surplus for export. It may, however, be possible to export certain categories in which internal demand is less intense so as to earn the foreign exchange for importing other categories the demand for which may not be fully satisfied even with the increased production in the steel works. On this basis, it may be possible to export some quantities of slabs, billets, wide strip and perhaps heavy structurals and bars in 1961.

(c) and (d). Exports will be to countries in which there is demand at the time. Hitherto, iron and steel has been exported to Pakistan, Japan, U.K., U.S.A., Italy, West Germany, Holland, Burma, Afghanistan and Nepal.

श्री म० ला० द्विवेदी : प्रश्न के भाग (घ) में पूछा गया है कि जिन देशों से मांग की सम्भावना है क्या उन देशों से कोई लिखा पढ़ी की गई है। प्रश्न के उत्तर में यह नहीं बतलाया गया कि उन देशों से या जहां यह माल जाता है कोई लिखा पढ़ी हुई है। यदि नहीं हुई तो इस का क्या कारण है ?

श्री गजेन्द्र प्रसाद सिन्हा : जैसा मैंने बतलाया, कुछ देशों में हम लोहा भेजते रहे हैं, और यह भी बतलाया गया कि आगे चल कर कोई ऐसी उम्मीद नहीं है कि काफी लोहा हम बाहर भेज सकेंगे। अब जिन देशों को हम लोहा भेजते हैं, वह इसी खयाल से कि उन से हमारे सम्बन्ध अच्छे रहें। इस लिये अभी इस की कोई जरूरत नहीं पड़ती कि हम उन देशों से इस वक्त लिखा पढ़ी करें कि हम कितना लोहा भेज सकेंगे।

श्री म० ला० द्विवेदी : जिन देशों को हम यह तैयार माल भेजेंगे जैसे इन्गाट्स वगैहर उनसे क्या इस के बदले में हमें ऐसी वस्तुयें मिल सकेंगे जो कि इस देश को आयात हो सकें, जिस से कि हमें फारेन एक्सचेन्ज का फायदा हो सके ? यदि हां, तो क्या ?

श्री गजेन्द्र प्रसाद सिन्हा : अब जिन देशों को हम भेज रहे हैं उन के अलावा भी कुछ देशों को आगे चल कर कुछ खास तरह का लोहा भेज सकेंगे और उम्मीद है कि उन के बदले में ऐसी चीजें मंगा सकेंगे जिन की जरूरत यहां ज्यादा हो।

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): If I may add, the export will give us the foreign exchange which we can utilize for importing anything.

Shrimati Renuka Ray: The hon. Parliamentary Secretary has stated that we shall be exporting certain types of steel in place of certain others coming in. But he has not replied to the question whether on the total the production of steel here is likely to exceed the total requirements; that is to say, even though we export some type of steel and import other types, whether on the total there will be a surplus of exports.

Shri Gajendra Prasad Sinha: I have already said that, as far as certain categories are concerned, we will be able to meet our demands but, so far as other categories are concerned, for a pretty long time we have to import it from other countries. We will be able to have surplus in certain categories of steel which we will be exporting while for certain other categories, such as tin plates, we have to import them for a long time.

Shri Raghunath Singh: May I know how much steel we are going to export and how much we are importing at present?

Sardar Swaran Singh: So far as the present imports are concerned, if a separate question is tabled, I will give the figures during any year. On the whole, during these years, that is, during the last one year or, even at the moment, we are still depending in an overall manner upon imports, because our own production has not gone up to the rated capacity. As to what will be the quantum we will be able to export, that will depend upon our internal requirements first, because they have the first charge. Whatever is surplus will be exported and no figures can really be given.

श्री रा० स० तिवारी : मैं माननीय मंत्री जी से यह जानना चाहता हूं कि इन कारखानों में उत्पादित वस्तुएं जो होंगी वे भारत के प्रदेशों में कोटा के हिसाब से वितरित होंगी या जिस की जो इच्छा होगी उस के अनुसार दी जा सकेंगी।

सरदार स्वर्ण सिंह : मेरा खयाल है कि जिस की जितनी इच्छा होगी हम उतनी उस को दे सकेंगे।

Shri Achar: May I know whether the cost of production has been worked out and whether we will be able to export our iron for profit, considering the world price of steel?

Sardar Swaran Singh: We can be quite competitive in the matter of export of either iron or steel.

श्री म० ला० द्विवेदी : मैं यह जानना चहाता हूं कि अगर हम जापान या दूसरे देशों को अपने कारखानों का तैयार माल भेजेंगे तो क्या जापान आदि से मैशीनरी या लोहे का ऐसा सामान जो कि हमारे देश के लिये आवश्यक है, आ सकेंगे । यदि हां, तो उसमें क्या सुविधा होगी और कितने प्रतिशत तक वह माल आयेगा ?

सरदार स्वर्ण सिंह : यह तो मोटी बात है कि अगर हम जापान को या किसी देश को यहां का बना हुआ पिग आयरन या स्टील भेजेंगे तो उसके एवज में डालर्स या पांउड स्टर्लिंग फारेन एक्सचेंज में मिलेगी । उस डालर या पाउड स्टर्लिंग फारेन एक्स्चेंज को हम उस देश से या किसी और देश से अपने देश में कोई भी मशीनरी वगैरह लाने के लिये इस्तेमाल कर सकते हैं । आम तौर पर अगर बार्टर न हो तो हमारे देश के लिये ज्यादा अच्छा है । कई देश ऐसे हैं जिनसे हमें बार्टर करना पड़ता है । अगर बार्टर न हो और हमें फ्री फारेन एक्स्चेन्ज मिले तो यह और भी अच्छी चीज है ।

Shri Rami Reddy: May I know the position in regard to the manufacture of wire and wire products?

Sardar Swaran Singh: The position has greatly improved of late.

Shri Ramanathan Chettiar: Which are the countries that are likely to take steel from us?

Sardar Swaran Singh: Those countries that are likely to offer the best terms.

Shri Ramanathan Chettiar: Which are the countries in the South East Asian region which are likely to take our steel?

Sardar Swaran Singh: Any country in South East Asia or any other part of the world which offers us good prices is welcome to purchase from us.

Shri Harish Chandra Mathur: We wanted to know whether they have explored the market and the world prices.

Sardar Swaran Singh: We know the position with regard to the items we can export. In South East Asia the main country for export is Japan for pig iron and certain semi-finished products. So far as other South East Asian countries are concerned, their requirements are not very large and the demands are not of a constant nature. The world price of steel is also fluctuating. Therefore, it is very difficult to say that at any particular point of time such and such articles can be exported to one or the other countries.

Shri Hem Barua: May I know whether Government have explored the world market for steel region by region?

Sardar Swaran Singh: We have been exploring the world market for import rather than for export, because we have been highly deficit in the matter of steel. Our exports are marginal and are likely to be marginal and it will be very wrong on our part to assume that we can play a significant part in the export market, so far as steel is concerned.

Shri Hem Barua: May I know....

Mr. Speaker: I am not going to allow. Next question.

Power Shortage at Durgapur Steel Plant

\+

*955. **Shri Rameshwar Tantia:**
Shri Kodiyan:
Shri Warior.
Shri Morarka:
Shri Nathwani:

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether it is a fact that Durgapur Steel Plant may have to face shortage of power in the near future; and

(b) if so, the reasons therefor and the steps proposed to be taken in this matter?

The Parliamentary Secretary to the Minister of Steel, Mines and Fuel (Shri Gajendra Prasad Sinha): (a) and (b). No Sir. Arrangements are being made to get Durgapur's requirements of power from the Damodar Valley Corporation and the Durgapur Industries Board.

Shri Rameshwar Tantia: May I know whether there is any proposal to expand the production of the Durgapur plant and, if so, whether power production there will be increased or power will be taken from outside?

Shri Gajendra Prasad Sinha: There is a proposal to expand the Durgapur plant and we are expecting to get the increased supply from the D.V.C. and other sources.

Shri Morarka: Some months ago a member of the Planning Commission said that there is likely to be a power famine in the Durgapur area. Would that affect the further industrialisation of that area? Would it affect the progress of the stainless steel and special alloy plans?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): No, Sir.

Shri C. R. Pattabhi Raman: Is there any plan to have a grid? Are you going to depend on local production or are you going to link it up with other supplies?

Sardar Swaran Singh: The Damodar valley is itself a fairly important grid, so far as the country is concerned.

Shri Sadhan Gupta: May I know whether the power requirements have been assessed after the Durgapur plant has been expanded and, if so, what the additional power requirement is and how much of it will be available?

Sardar Swaran Singh: The additional power requirements have been assessed and it is hoped that the D.V.C. grid will be able to supply those additional quantities. Some broad figures have been worked out, but the details have still to be gone into.

Shri Morarka: May I know whether the power requirement of the special tool and alloy plant has been assessed and whether provision is being made to put up a power generating plant within the project or whether the power is going to be taken from some outside source?

Sardar Swaran Singh: The power requirements of stainless steel and special steel plates were gone into very carefully. This was, in fact, one of the main reasons for the location of the plant here, because of the by and large less fluctuating voltages in the D.V.C. grid, particularly in that area. Therefore, the requirements were very carefully gone into and they will be looked after from the D.V.C. power station at Durgapur which supply can also be supplemented by the main D.V.C. grid.

Public Undertakings

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*956. **Shri Ram Krishan Gupta:**
Shri Vidya Charan Shukla:

Will the Minister of **Finance** be pleased to refer to the reply given to Starred Question No. 1002 on the 20th December, 1960 and state:

(a) whether Government have considered the recommendations of the Estimates Committee regarding Public Undertakings; and

(b) if so, the result thereof?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): (a) and (b). The recommendations are still under consideration.

Shri Ram Krishan Gupta: May I know whether the views of the Ministries concerned have been ascertained; and, if so, what is their reaction?

Shrimati Tarkeshwari Sinha: The recommendations of this Committee themselves, have to be examined by each administrative Ministry under which these public undertakings directly come in. Therefore, naturally, their views will be ascertained.

Shri Ram Krishan Gupta: Recently there was a news item that a standing committee of Members of Parliament is going to be set up soon in this connection. May I know whether a final decision has been taken in this regard so far?

Shrimati Tarkeshwari Sinha: No, Sir, that is not a fact.

श्री म० ला० द्विवेदी : मैं यह जानना चाहता हूं कि एस्टीमेट्स कमेटी को इस प्रतिवेदन को पेश किये बहुत वक्त हो गया, क्या कारण है कि इस समय तक सरकार इस सम्बन्ध में कोई निर्णय नहीं कर पायी ?

श्रीमती तारकेश्वरी सिन्हा : यह मामला बड़ा पेचीदा है और इसके बारे में काफी होशियारी से जांच पड़ताल की जरूरत है । सी लिये अभी तक इसके बारे में कोई फैसला नहीं हो सका ।

देहरादून में पेट्रोलियम संस्था

***९५७. श्री भक्त दर्शन :** क्या **वैज्ञानिक अनुसंधान और सांस्कृतिक-कार्य** मंत्री २४ नवम्बर, १९६० के तारांकित प्रश्न संख्या ४४८ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि :

(क) पेट्रोलियम संस्था को स्थापित करने की दिशा में अब तक क्या प्रगति हुई है ; और

(ख) इस संस्था का कार्य देहरादून में ही प्रारम्भ कर देने की कब से व्यवस्था की जा रही है ?

The Minister of Scientific Research and Cultural Affairs (Shri Humayun Kabir): (a) Since my last reply, two more French Experts have joined the Institute and some more scienaific and technical staff recruited. Four persons are being sent for training at the French Institute of Petroleum. The site for location of the Institute at Dehra Dun has been selected and acquisition proceedings are under-way. Detailed plans and estimates of the buildings are being prepared by Architects.

(b) After completion of the buildings which will take 2 to 3 years.

श्री भक्त दर्शन : इस संस्था का काफी सम्बन्ध आइल और नेचुरल गैस कमीशन से है । मैं यह जानना चाहता हूं कि क्या उस संस्था का सहयोग भी इसके साथ रहेगा ?

श्री हुमायून् कबिर : उनसे काफी सहयोग है । माननीय सदस्य को यह सुनकर खुशी होगी कि जो यह इंडियन इंस्टीट्यूट आफ पेट्रोलियम है इसकी एग्जीक्यूटिव कमेटी के चेयरमैन माइन्स और आइल मिनिस्ट्री के मंत्री श्री केशव देव मालवीय हैं ।

श्री भक्त दर्शन : माननीय मंत्री जी ने बतलाया कि देहरादून में इस संस्था के स्थापित होने में दो तीन वर्ष लगेंगे । मैं जानना चाहता हूं कि इस देरी का क्या कारण है और इस पर कितना रुपया खर्च होने का अनुमान है ?

श्री हुमायून् कबिर : मैंने तो पहले ही हाउस में बतलाया है कि काम शुरू हो गया है । इसलिये देरी का कोई सवाल नहीं है । जमीन मिलने में कुछ समय लगा और अब वहां बिल्डिंग का काम शुरु हो रहा है । अभी तो सेंट्रल रोड रिसर्च इंस्टीट्यूट में काम हो रहा है पूरा काम होने में दो तीन साल का वक्त लगेगा ।

श्री भक्त दर्शन : इस संस्था को फ्रेंच संस्था का सहयोग भी मिलने वाला है । मैं

जानना चाहता हूं कि अभी तक क्या सहयोग दिया है और भविष्य में क्या सहयोग देंगे ?

श्री हुमायून् कबिर : पहले उनके दो एक्सपर्ट आये थे और अभी दो एक्सपर्ट और आये हैं। वह सामान की मदद देंगे । इस तरह से वह काफी मदद करेंगे ।

Shri Sampath: May I know whether any aid has been received from the Government of France and, if so, how much?

Shri Humayun Kabir: I mentioned just now in Hindi that two French experts joined some time ago and two more have already come—thirteen French experts, in all, they will give. In addition they will give some assistance by way of equipment.

Shri Sampath: I asked about financial aid.

Shri Humayun Kabir: All this equipment and experts mean financial aid.

Shri Sadhan Gupta: What considerations prevailed in locating the Institute at Dehra Dun instead of in an oil production region?

Shri Humayun Kabir: The reason is quite obvious. We can have only one Central Institute of this type, and the actual oilfields are in different areas. So, wherever it may be located, the samples will have to be brought to the Central Institute. So, considering, everything, and particularly the fact that the Central Oil and Natural Gas Commission is at Dehra Dun, this was considered the most suitable site.

Shri Narasimhan: Is the research confined to new problems or to problems already considered by other countries, for the simple reason that our people also may get educated in a direct manner?

Shri Humayun Kabir: My hon. friend is very interested in academic matters. He knows that in research there is no limitation.

Committee on Moral and Religious Education

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*958. **Shri A. M. Tariq:**
Shri D. C. Sharma:
Shri Bhakt Darshan:
Shri Ajit Singh Sarhadi:
Shri Pangarkar:
Shri Siddiah:

Will the Minister of **Education** be pleased to refer to the reply given to Starred Question No. 102 on the 16th November, 1960 and state:

(a) whether the Committee on Moral and Religious Education has selected suitable literature for the purpose for all stages of education; and

(b) if so, the details thereof?

The Minister of Education (Dr. K. L. Shrimali): (a) The work is in progress and has not yet been completed;

(b) Does not arise.

श्री अ० मु० तारिक : यह मसला हकूमत के जेरगौर काफी मुद्दत से है, और मुल्क के मौजूदा हालात के पेशेनजर यह जरूरी है कि वजारत तालीम कुछ करे । मैं जानना चाहता हूं कि जिसका वायदा किया गया था वह कमेटी बनायी गयी या नहीं, अगर कमेटी बनायी गई है तो उसके कौन-कौन से मेम्बरान हैं और कमेटी के सामने क्या प्रोग्राम है ?

[یہ مسئلہ حکومت کے زیر غور کافی مدت سے ہے - اور ملک کے موجودہ حالات کے پیش نظر یہ ضروری ہے کہ وزارت تعلیم کچھ کرے - میں جاننا چاہتا ہوں کہ جس کا وعدہ کیا گیا تھا وہ کمیٹی بنائی گئی یا نہیں - اگر کمیٹی بنائی گئی ہے تو اس کے کون کون سے ممبران ہیں اور اس کے سامنے کیا پروگرام ہے؟]

डा० का० ला० श्रीमाली : कमेटी नियुक्त हुई थी । कमेटी ने अपनी रिपोर्ट भी पेश कर दी है । और फिर सरकार ने यह निश्चय किया कि श्री प्रकाश कमेटी को ही, जिसने कि रिपोर्ट दी है, इस रिपोर्ट को कार्यान्वित करने का अधिकार दे दिया जाये । इसके लिये उस स्टेंडिंग कमेटी की मीटिंग हुई और कई फैसले किये गये, और इस बात की कोशिश की जा रही है कि जितनी जल्दी हो सके साहित्य का निर्माण किया जाये ।

श्री अ० मु० तारिक : दूसरे बड़े कामों के अलावा कम से कम जो छोटे छोटे काम हैं जैसे किताबों का छापना और फिरकादाराना फिसादात को रोकने के लिये लिटरेचर तैयार करना, इस बारे में तो कुछ कदम उठाया जाये । कम से कम कहीं तो कोई कदम उठाया जाये ।

[دوسرے بڑے کاموں کے علاوہ کم سے کم جو چھوٹے چھوٹے کام ہیں جیسے کتابوں کا چھاپنا اور فرقہ دارانہ فسادات کو روکنے کے لئے لٹریچر تیار کرانا - اس بارے میں جو کچھ قدم اٹھایا جائے - کم سے کم کہیں تو کوئی قدم اٹھایا جائے -]

Dr. K. L. Shrimali: Sir, I should have to give detailed information to the hon. Member.

As I said, this Committee held a meeting recently and various decisions were taken. One was that a handbook on moral education for the use of the teachers should be prepared. And Prof. G. C. Chatterjee has agreed to assist in the implementation of this decision, in consultation with the Central Institute of Education and other colleges.

It was also recommended that a suitable text-book might be prepared for the use of children in the 4th and 5th grades of the primary school.

And it was also suggested that appropriate visual materials for the instruction of children in the elementary stage might be prepared. This proposal is being studied by the Central Institute of Education and the Central Institute of Audio-Visual Education.

With regard to the secondary stage, the Sri Prakasa Committee has recommended that an anthology of readings from scriptures and songs should be prepared in regional languages for the use of morning assembly in secondary schools. Action is also being taken on this recommendation.

The Committee also recommended that uniform text-books may be prepared for insertion into language readers and text-books on social studies.

Then, with regard to university stage, the Committee decided that Dr. Radhakrishnan might be requested to suggest a plan for the preparation of a single volume containing twenty pages each on the life and teachings of great religious and spiritual leaders of humanity.

Shri Sri Prakasa was invited to prepare a book containing selections of a universalist character from the scriptures of the world, and it was understood this could be prepared from the works of late Dr. Bhagwan Das.

These are some of the various recommendations which were made. The Committee also made recommendations with regard to the setting up of a proper machinery for publication and distribution of books. All these matters are being considered.

We have now a standing committee—the same committee which submitted the report has been converted into a standing committee, and Government are now examining the recommendations which they have made. It will take some time, naturally, because books have to be examined.

The Committee has also invited a large number of books which are available in the country, and they are being examined as to what use could be made of them and what additional material is necessary.

Shri Ajit Singh Sarhadi: May I know whether State nominees were co-opted by the committee, and if not, whether the opinions of the States are being sought and considered before a final decision is taken?

Dr. K. L. Shrimali: There are no representatives of the State Governments. This is a small committee consisting of Shri Sri Prakasa, the Governor of Maharashtra, Professor G. C. Chatterjee, Shri A. Fyzee, and the Education Secretary.

Shri Ajit Singh Sarhadi: The second part of my question has not been answered. I wanted to know whether the opinions of the State Governments will be taken before a final decision is taken?

Dr. K. L. Shrimali: This matter was considered at the meeting of the Central Advisory Board of Education and also at the Ministers' Conference. The State Governments are always kept in touch with the various programmes that are being undertaken, and the State Governments generally approved of the recommendations contained in this report.

Shri Hem Barua: May I know how Government propose to distinguish moral education from religious education, and what steps Government propose to take to see that religious education does not lead to religious animosities?

Dr. K. L. Shrimali: It would require a long answer to explain the whole position. Everybody understands the difference between moral and religious education. As far as moral education is concerned, there is no religion which does not expect a certain moral conduct from its followers, and the people can follow....

Mr. Speaker: That is only casual. What the hon. Member wanted to know was this. He wanted an assurance from the hon. Minister that religious education would not lead to sectarian, or religious or credal animosities.

Dr. K. L. Shrimali: Not at all. In fact, the purpose of this committee is to encourage tolerance and the spirit of mutual appreciation. That is the main purpose for which the committee has been working, and if the hon. Member would look into the report, he would understand that that is the basic purpose.

श्री भक्त दर्शन : क्योंकि प्राय: सभी राज्य सरकारों ने और विश्वविद्यालयों ने इस रिपोर्ट से सहमति प्रकट की है, क्या कोई ऐसी व्यवस्था की जायेगी कि जुलाई से कुछ थोड़ा बहुत इस बात का प्रबन्ध हो जाये कि विद्यालयों और विश्वविद्यालयों में इस तरह की पढ़ाई आरम्भ हो जाये ?

डा० का० ला० श्रीमाली : मैं खुद बहुत चिंतित हूं इसके बारे में और प्रयत्न किया जा रहा है । मैं आशा करता हूं कि शीघ्र ही कुछ इस दृष्टि से प्रगति हो सकेगी ।

Shri C. K. Bhattacharya: Has the committee considered the proposition that moral and religious education can be inculcated by the teachers by their own example and conduct and not merely through books, since it has been stated in our shastras that:

"यान्यस्माकं सुचरितानि तानि त्वयोपास्यानि
नो इतराणि ।

(Take from us what is good in our conduct and not what is otherwise)"? Has the committee considered this proposition?

Dr. K. L. Shrimali: The committee has examined all aspects of the question, and I would refer the hon. Member to the report which is available in the Library.

राजा महेन्द्र प्रताप : शिक्षा समिति में यह विषय एक दफा पेश हुआ था और हम लोगों ने बातचीत की थी । आपको याद होगा कि मैं ने तीस किताबें प्रेम धर्म और प्रेम पाठ की आपको दी थीं, आपके पास भेजी थीं । मुझे पता नहीं चला है कि आपने उनका क्या किया है । मेरा दावा है कि यदि यह प्रेम धर्म और प्रेम पाठ मदर्सों में पढ़ाया जाए तो ये जो झगड़े होते हैं, ये जो फसाद होते हैं हिन्दू मुसलमानों के ये मिट सकते हैं, ये बन्द हो सकते हैं । क्या मैं जान सकता हूं कि इसके बारे में आपने क्या किया है ?

डा० का० ला० श्रीमाली : जो पुस्तकें आपने दी थीं, वे कंसलटेटिव कमेटी के मेम्बरों में वितरण के लिए थीं, जहां तक मुझे याद है। जहां तक मुझे मालूम है—मैं याददाश्त से ही कह रहा हूं—शायद वे वहां मीटिंग में ही वितरित कर दी गई थीं ।

जो कुछ काम का ब्यौरा मैं ने दिया है वह साफ बताता है कि इस तरह का कमेटी काम कर रही है ।

Shri Barrow: May I know whether teachers are being associated with the work of preparing these text-books and hand-outs?

Dr. K. L. Shrimali: I have already stated that the Central Institute of Education and the training colleges would be consulted, and they would be associated with this work.

Shri Barrow: Practising teachers?

Dr. K. L. Shrimali: Anybody could assist in this programme, but the committee will have to make some selection.

Dr. M. S. Aney: In view of the remark made by my hon. friend Shri C. K. Bhattacharya and the reply given by the hon. Minister, may I know whether the hon. Minister has succeeded in making a list of the persons who can be shown as ideals for the particular purpose that he has in view, namely imparting through examples of men the ideals of toleration and goodwill which he wants to inculcate in the students?

Dr. K. L. Shrimali: The whole cultural history of our country is full of examples to illustrate the spirit of tolerance which exists in our country.

Dr. M. S. Aney: I am referring to men who are living, not men who are dead and who are referred to only in books.

Dr. K. L. Shrimali: There are innumerable examples in our country at the present moment also, who can serve as an ideal example for the students.

Oil Survey in Andamans

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*959. { **Shri Kodiyan:** / **Shri Warior:** / **Shri Punnoose:**

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether oil exploration has been carried out by an Indian Geological party in the Andamans; and

(b) if so, whether an assessment of oil and gas has been made?

The Parliamentary Secretary to the Minister of Steel, Mines and Fuel (Shri Gajendra Prasad Sinha): (a) Yes, Sir. A geological party carried out regional mapping over an area of 120 sq. miles of the Island (Middle Andamans) in 1959-60. Further geological work is in progress.

(b) Not yet.

Shri Kodiyan: May I know by what time the work now being carried out by the Geological party is expected to be completed?

Shri Gajendra Prasad Sinha: I have already stated that only in one region they have started the work in 1959-60. It will take some more time to assess the actual result of the geological survey.

Shri P. K. Deo: May I know whether they have completed the seismic survery in this area?

Shri Gajendra Prasad Sinha: I have stated that the geological survey has been made. Naturally, if the geological report is encouraging, then seismic survey will be needed.

Shri Tangamani: The survey was completed as early as 1959-60. May I know whther that survey has at least given them any suggestion for pursuing it up with seismic survey?

The Minister of Mines and Oil (Shri K. D. Malaviya): Yes, the prospects

seem to be interesting on that site. The geological survey has revealed some structures where more works is needed. As soon as we are able to get seismic parties, we propose to extend our work there.

केन्द्रीय विश्वविद्यालयों के अध्यापक

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†९३०. श्री प्र० चं० बरुआ :
श्री प्रकाशवीर शास्त्री :
श्री स० मो० बनर्जी :
श्री पहाड़िया :

क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि केन्द्रीय विश्वविद्यालयों के अध्यापकों और प्राध्यापकों के वेतन बढ़ाने का निश्चय किया गया है ;

(ख) यदि हां, तो संशोधित वेतन-क्रम कब से लागू होंगे ; और

(ग) संशोधित वेतन-क्रमों का ब्यौरा क्या है ?

The Minister of Education (Dr. K. L. Shrimali): (a) to (c). The University Grants Commission has decided to revise the pay-scales of the teachers of the Universities of Delhi, Aligarh and Banaras with effect from the 1st April, 1961 as follows:

Professors—Rs. 1000—50—1500.

Readers—Rs. 700—40—1100.

Lecturers—Rs. 400—30—640—E.B.-40—800.

Shri P. C. Borooah: May I know the basis on which these increases in salaries have been decided, and how much it will cost the central revenues?

Dr. K. L. Shrimali: The general consideration which the commission had before them was that the professors should get more or less the same remuneration as those with the same qualifications in other services. That was the main consideration. It is true that in spite of this increase, the salaries do not yet come to that standard, but it is the continuous effort of the University Grants Commission to raise the salaries, so that we can attract talented people in the universities and retain them.

Shri S. M. Banerjee: The hon. Minister has stated that the University Grants Commission have recommended these increases only for the Central universities. Am I to understand that the same pay-scales will be recommended by the Centre to the State Governments or to those universities which do not come under the Centre and that these pay-scales and allowances are going to be considered by them also?

Dr. K. L. Shrimali: The Central universities are the direct charge of the University Grants Commission. They have to give full maintenance grants. As far as the other State universities are concerned, as the hon. Member is aware, the University Grants Commission are assisting the State universities, and they are going to consider this question of revision of scales with the other universities also.

Shri C. K. Bhattacharya: May I know whether the Vishwabharati is included in that scheme?

Dr. K. L. Shrimali: The Vishwabharati is also there, but in this scheme, their scales have not been revised. The University Grants Commission are going to have a discussion with the authorities of the Vishwabharati and then necessary revision will be done.

Shri C. R. Pattabhi Raman: May I know whether along with the implementation of the recommendation regarding emoluments, Government are considering the question of instituting an all-India cadre of teachers at least in the professional colleges?

Dr. K. L. Shrimali: All the institutions which come within the purview of the University Grants Commission will be considered.

Shri P. C. Borooah: May I know, what other emoluments, viz. gratuity, provident fund, house rent, health services etc., the University teachers are going to get besides increased salary?

Dr. K. L. Shrimali: They get all the facilities which are available acording to the rules.

Shri Hem Barua: May I know whether this increase in salaries of University teachers is tied up with any condition that they must fulfil certain minimum qualifications before being taken up as teachers in Universities?

Dr. K. L. Shrimali: It is clear. For example, in order to get a scale of Rs. 1000—1500, a person must become a Professor; in order to get a readers scale of Rs. 700—1100, he must become a Reader; and for Lecturers there is a different scale. So the higher the academic attainments, the higher the grade of salary.

Shri Hem Barua: I understand that in order to get the scale Rs. 1000—1500, one must be a Professor. What are the qualifications to become a Professor?

Dr. K. L. Shrimali: There are no other qualifications except that the person should become a Professor before he is entitled to that salary. He must be a Reader before he gets the Reader's grade.

Mr. Speaker: He wants to know what are the academic qualifications for becoming a teacher, professor, elementary school teacher and so on. What is all this? I am really surprised at this question. The hon. Member is himself a Principal or Professor. Does he not know how he is going to appoint his subordinates? And under-graduate cannot be appointed as a Professor for M.Sc. I am not going to allow this question. Every hon. Member knows the qualifications required. They are increased day by day. Even for a middle school, they want an M.A.

श्री विभूति मिश्र : मैं जानना चाहता हूं कि सेंट्रल गवर्नमेंट की यूनिवर्सिटीज के शिक्षकों को जो तन्ख्वाह मिल रही है वही स्टेट गवर्नमेंट्स की यूनिवर्सिटीज के शिक्षकों को देने के लिये आप निर्देश क्यों नहीं देते हैं । आप क्यों नहीं कहते कि तुलना की दृष्टि से उन की तन्ख्वाह भी वैसी ही रक्खी जाये ?

डा० का० ला० श्रीमाली : मैं ने आप से निवेदन किया है कि यूनिवर्सिटी ग्रांट्स कमिशन स्टेट्स की यूनिवर्सिटीज को भी ग्रांट्स देता है । उन का जितना अधिक खर्च होता है उस का ८० परसेन्ट यूनिवर्सिटी ग्रांट्स कमिशन से मिलता है । जहां तक रिवाइज्ड रेट्स का ताल्लुक है, इस बात पर गौर किया जा रहा है यूनिवर्सिटी ग्रांट्स कमिशन के द्वारा, और मैं समझता हूं कि आज ही उस की मीटिंग हो रही है जिस में इस पर विचार किया जायेगा । यूनिवर्सिटी ग्रांट्स कमिशन की बराबर कोशिश रहती है कि अध्यापकों को और भी वेतन दिया जाये, और मैं आश्वासन दिलाना चाहता हूं कि अगर स्टेट गवर्नमेंट्स अपना हिस्सा देंगी तो यूनिवर्सिटी ग्रांट्स कमिशन भी पीछे नहीं रहेगा ।

श्री सिंहासन सिंह : आपने कहा कि यूनिवर्सिटी ग्रांट्स कमिशन पीछे नहीं रहेगा । लेकिन मैं जानना चाहता हूं कि जो स्कीम सेंट्रल यूनिवर्सिटीज के लिये लागू की गई है वही स्कीम स्टेटस यूनिवर्सिटीज के लिये लागू क्यों नहीं की जा रही है । जब स्टेट्स को ८० या ९० परसेन्ट ग्रांट आप दे रहे हैं तो यूनिवर्सिटी ग्रांट्स कमिशन को कहना चाहिये कि स्टेट्स में भी यहां की तरह का स्टेन्डर्ड रक्खा जाये ताकि इंडिया की तमाम यूनिवर्सिटीज एक ही लेवल पर हो जायें ।

डा० का० ला० श्रीमाली : मैं ने यह तो नहीं कहा कि ऐसा नहीं किया जायेगा । लेकिन इस मामले में स्टेट्स यूनिवर्सिटीज से भी परामर्श करना होगा क्योंकि कुछ हिस्सा उन को भी देना पड़ता है ।

Shri Barrow: With regard to qualifications, is it not a fact that Prof. Haldane has been against putting down qualifications for professorship? Is it not a fact that that is the practice of British Universities too? So are we not going to say that a person to be appointed Professor should be competent to profess his subject, without attaching any qualifications?

Dr. K. L. Shrimali: I thought you had ruled out this question saying that we are not discussing the qualifications.

Mr. Speaker: We are not discussing elementary qualifications.

Implementation of Pay Commission Recommendations

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*961. **Shri S. M. Banerjee:**
Shri Tangamani:
Shri Bibhuti Mishra:
Shri P. C. Borooah:

Will the Minister of **Finance** be pleased to state:

(a) whether all the recommendations of the Pay Commission have since been implemented;

(b) if not, what are the recommendations which have not yet been accepted; and

(c) reasons for delay?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): (a) to (c). Two statements showing (1) the recommendations of the Pay Commission on which decisions have already been taken by the Government but have not yet been implemented; and (2) recommendations which have not yet been accepted, showing in each case the action taken on the respective recommendations, are placed on the Table of the House. [*See* Appendix III, annexure No. 62].

Shri S. M. Banerjee: May I know whether it has been brought to the notice of the hon. Minister that in many cases the employees have lost after refixation of pay and their emoluments are to be protected only after grant of a personal pay to be absorbed in future increments? If so, I want to know what steps Government propose to take to safeguard the future increments of such employees.

The Minister of Finance (Shri Morarji Desai): That cannot be safeguarded.

Shri Tangamani: From the statement, we find that a Bill is contemplated for the introduction of Whitley Councils and also arbitration for settling certain disputes as recommended by the Second Pay Commission. May I know by what time that Bill is expected to be introduced? Will it be during this session?

Shri Morarji Desai: As soon as possible. That is being dealt with by the Home Ministry.

श्री विभूति मिश्र : स्टेटमेंट में आइटेम नं० १६ में लिखा हुआ है :

"This recommendation has been examined by an *ad hoc* departmental committee. The recommendations of the committee are under consideration of the Government."

लेकिन इस में सवाल यह था :

"Employees who are transferred from one station to another, should be given priority in housing".

अध्यक्ष महोदय, जब कभी एक आदमी को दूसरी जगह पर बदलते है तो उस को जगह नहीं मिलती है । जो वहां रहता है वह उसी जगह पर बैठा रहता है । इस कठिनाई को दूर करने के लिये हमारी सरकार क्या उपाय सोच रही है ?

श्रीमती तारकेश्वरी सिन्हा : इस पर तो विचार किया ही जा रहा है, जैसा कि स्टेटमेंट में लिखा हुआ है ।

Shri P. C. Borooah: May I know whether it is a fact that employees drawing over Rs. 300 per mensem as basic pay have the entire dearness allowance merged with their pay

while those with basic pay less than Rs. 300 per month have only the bulk of the dearness allowance merged with their pay? If so, why has the principle been varied?

Shrimati Tarkeshwari Sinha: A comprehensive statement has already been made by the Finance Minister, and I have nothing to add to that. These matters were dealt with in that statement.

Shri P. C. Borooah: I am talking of dearness allowance.

Mr. Speaker: I am not going to allow such questions. Let me make my position clear. The Second Pay Commission have made numberless recommendations. It is asked for information as to how many of these have been implemented. If any hon. Member wants to take up a particular recommendation and ask why it has not been implemented, I am prepared to allow a separate question to be tabled. But this is only a schedule of recommendations which have been accepted and which have not been accepted. Shall I allow all the recommendations to be taken up and discussed as to why each recommendation is not accepted? Next question.

Shri S. M. Banerjee: We do not ask questions on anything that is contained in the statement....

Mr. Speaker: The hon. Member may ask about one point, another hon. Member about a second and another hon. Member about a third and so on.

Shri S. M. Banerjee: May I submit that after the implementation of the Commission's recommendations, certain anomalies have arisen. We only want to know whether those anomalies will be discussed at any stage.

Mr. Speaker: That is between the hon. Member and myself. But here it is a statement of fact, about recommendations which have or have not been implemented. If the hon. Member wants a discussion on a particular point, he may apply and I will consider it.

Shri Tangamani: May I submit that several questions have been asked about the Pay Commission? Here they have concisely stated those recommendations which have been accepted but which have not yet been implemented. Then there are some recommendations which have not been accepted. So a general question could be asked as to by what time they are going to enforce the recommendations which have been accepted.

Shri Tyagi: One should not ask supplementary questions when the next question has been called.

Mr. Speaker: Order, order. The hon. Member is too technical. I will carry on. I am not a machine here. I know what I am doing. The hon. Member wants to convince me that there is need for clarification and I must allow an opportunity to him. I am trying to answer him. But merely because I have called the next question, the hon. Member cannot urge that no question should be asked. Occasionally, it must be open to me to go back to the previous question even though I have called the next question. I am really surprised at this too technical a course suggested by the hon. Member. We are all more human beings than technical machines here. The Pay Commission's work is an important work. We have had discussions here. All that I am saying is that I must have treated it as an unstarred question.

Some Hon. Members: No, no.

Mr. Speaker: Order, order. To avoid this trouble hereafter, I will treat such questions as unstarred questions.

Some Hon. Members: No, no.

Mr. Speaker: One question after the other is asked. Shri Tangamani asked about some recommendations which have been accepted but which have not yet been implemented. They are to be implemented. How long will it take to implement them? Some may take one month, some two months. We have to go into the details. It is not a single answer that

will satisfy hon. Members. Each recommendation must be different to some extent from another recommendation; otherwise, there will not be so many recommendations Therefore, I am not prepared to allow any more questions. If an individual question is put on a recommendation of great importance, I will allow that question and the answer, and further supplementaries thereon. Likewise, we can go on throughout the session, question after question.

Shri Sadhan Gupta: On a question of principle, Sir.

Mr. Speaker: I have already disposed of the principle.

Shri Sadhan Gupta: Too technical.

Laying of Pipelines

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*962. { **Shri Morarka:** / **Shri Nathwani:** }

Will the Minister of **Steel, Mines and Fuel** be pleased to refer to the reply given to Unstarred Question No. 2381 on the 23rd December, 1960 and state:

(a) the lowest quotation received for laying pipelines between Nahorkatiya oil fields to Noonmati;

(b) the total value of the work; and

(c) whether the price payable is in rupees or in foreign currency?

The Parliamentary Secretary to the Minister of Steel, Mines and Fuel (Shri Gajendra Prasad Sinha): (a) Tenders were invited for the entire length of the pipeline from Nahorkatiya to Barauni and not for each leg separately. Messrs Mannesmann-Salpem's quotation of £4,885,677 was the lowest.

(b) After negotiation, Messrs Mannesmann-Salpem reduced their quotation to £4,880,477 which constitutes the total cost of the laying of the pipeline.

(c) About 50 per cent. of the contract price is to be paid in Indian currency.

Shri Morarka: Some time ago, a statement was laid on the Table of the House, and from the statement it appeared that while the cost of laying this pipeline in the U.S.A. was between 58,000 and 74,000 dollars, in India it was going to work out to 120,000 dollars per mile. May I know the reason for such an increase in India per mile? It is almost double.

Mr. Speaker: What is this enormous difference due to?

The Minister of Mines and Oil (Shri K. D. Malaviya): I do not think that such an enormous difference could exist. There must be different circumstances. I am not aware of the American conditions.

Mr. Speaker: He is not aware of what happens in Great Britain.

Shri Morarka: On a point of order. Sir. Here is a statement laid by the Minister himself, and in the statement the Minister says that the cost in America is 58,449 to 74,366 dollars, and in India it is going to be 120,980 dollars. How is it that he is not aware? There was a question, and it has come up again and again.

Mr. Speaker: The hon. Minister has himself given away his case!

Shri K. D. Malaviya: The hon. Member is drawing my attention to a statement which I made some time back. If he comes to me, we can sit down and find out. Just now I cannot say why this difference is there.

Shri P. K. Deo: What is this reply?

Shri T. B. Vittal Rao: Very unsatisfactory.

Shri Sinhasan Singh: On a point of order, Sir.

Mr Speaker: Shri Morarka says the answer to an unstarred question contains this answer.

Shri Morarka: No, Sir. A Short Notice Question was put on 8th March,

1960, and in reply a statement was promised, and that statement was laid on the Table of the House later. In that statement, the figures were given by the hon. Minister.

Mr. Speaker: He does not remember it now.

Shri K. D. Malaviya: Yes, Sir. You are right.

Shri Morarka: Very well, Sir. May I put another question?

May I know the difference between the imported price and the price that we are going to pay to the Rourkela Steel Works in respect of these pipes?

Shri K. D. Malaviya: I require notice to answer the question.

Shri Morarka: May I know whether the hon. Minister has been assured that Rourkela was not in a position to produce these pipes, and whatever pipes they are importing would be fully utilised before Rourkela will come into production?

Shri K. D. Malaviya: Yes, Sir. All the pipes that we import are being planned to be used before we are ourselves going to manufacture our own pipes.

Mr. Speaker: Next question.

Shri Hem Barua: There is an important question, Sir.

Mr. Speaker: I know. The hon. Member is ready with every question. What can I do?

Purchase of Pipes from U.K.

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*963. { **Shri Morarka:** / **Shri Nathwani:**

Will the Minister of **Steel, Mines and Fuel** be pleased to refer to the reply given to Unstarred Question No. 2332 on the 23rd December, 1960 and state:

(a) the rate and size of pipes purchased from Messrs Stewarts and Lloyds, U.K.;

(b) the quantity purchased in length; and

(c) the price, size and quantity purchased from Hindustan Steel Ltd.?

The Parliamentary Secretary to the Minister of Steel, Mines and Fuel (Shri Gajendra Prasad Sinha): (a) to (c). A statement is laid on the table of the Sabha.

STATEMENT

(a) The pipeline, from M/s. Stewarts and Lloyds, was purchased by Oil India Private Limited @ £60 per ton. This pipe was of 16" diameter.

(b) About 260 miles.

(c) About 51,000 tons of pipeline of 14" diameter will be supplied by Hindustan Steel Ltd. The price of the pipeline to be supplied by Hindustan Steel Ltd. is as follows:

	Price C&F Calcutta	Price F.O.R. Rourkela
	Rs. nP.	Rs. nP.
(i) 457 miles of 14" O.D. by 0·312 inch	1931·57 per 100 ft.	2364·01 per 100 ft.
(ii) 15, 830 feet of 14" O.D. by 0·375 inch.	2307·47 per 100 ft.	2884·07 per 100 ft.
(iii) 58, 080 feet of 14" O.D. by 0·469 inch.	2866·04 per 100 ft.	3507·71 per 100 ft.

(Hindustan Steel Ltd. have the option of delivering the pipes either C. & F. Calcutta or F.O.R. Rourkela).

Shri Morarka: In the statement the imported price is given per ton and the Rourkela price is given per 100 ft. May I ask them, for purposes of comparison, to give both the prices in one denomination? It is not possible to calculate.

The Minister of Mines and Oil (Shri K. D. Malaviya): We shall make it a uniform standard.

Shri Hem Barua: May I know whether it is a fact that Oil (India) Limited engaged BOC Pipelines, and BOC

Pipelines in their turn engaged Messrs. Mannesmann-Saipem, and because of this giving the contract and subleting the contract, these anomalies have occurred in the prices of the pipelines?

Shri K. D. Malaviya: I do not understand what anomalies the hon. Member refers to. The fact is that BOC are the contractors who have made arrangements for this. They are the majority partners in this oil business, and we have seen to it that the minimum quotation is accepted. Now, we have not gone into details as to where anomalies exist. If my hon. friend is aware of some anomalies he will kindly draw our attention to the anomalies. We shall make enquiries.

Shri Yadav Narayan Jadhav: In reply to part (c) of the question, it has been said that about 51,000 tons of pipeline of 14" diameter will be supplied by Hindustan Steel Ltd. May I know whether Hindustan Steel Ltd., will be able to supply this?

Shri K. D. Malaviya: I think they have now started supplying. I cannot exactly specify the time from memory, but perhaps they have already started supplying.

Shri Hem Barua: My information is that Oil (India) Limited, instead of engaging Messrs. Mannesmann-Saipem directly, considered, it profitable to engage a middleman, BOC Pipeline. If they had not done that, they would have eliminated the middleman's profit. Why should they have done it?

Shri K. D. Malaviya: Perhaps they could have, but it is their job, because they have to do something more than merely getting the technicians and erecting the pipelines. They have to acquire the land and do many administrative jobs. There are things other than laying the pipelines. Therefore, BOC thought they themselves would take up this work.

Shri Hem Barua: There are three firms now supplying the pipelines—Messrs. Mannesmann-Saipem, the British firm and our own firm. May I know how the prices quoted by these different parties compare?

Shri K. D. Malaviya: Only one party has quoted the price for pipelines to be supplied, not three.

Shri Tyagi: Has the Minister examined the difference between the prices of Rourkela pipes and the pipes supplied by foreign countries like England, and whether in the supply being imported direct by the Government, some other party is drawing any commission?

Shri K. D. Malaviya: The suppliers and the contractors who will lay the pipelines have made an arrangement in which the minimum prices have to be paid. I do not think any middleman's profit has been made in between the suppliers and those who had to do this job.

Shri Tyagi: Is it despite this middleman's profit being earned by the other party, that the price of the English pipe is cheaper than the Rourkela pipe?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): That is not correct. The fact of the matter is that quotations for the supply were obtained, and Messrs. Stewarts and Lloyds from the United Kingdom quoted the lowest price for the imported pipe, and that quotation was accepted. There is no middleman whatsoever is this, and the prices of Rourkela are likely to be comparable with the prices of the imported pipe.

12 hrs.

Shri Hem Barua: On a point of order, Sir. The hon. Minister said that there are no middlemen in this contract. My specific question was this Oil India Ltd., is an adjunct of the Government in the sense that Government is one party and Oil India Ltd. is another party. Oil India has engaged the B.O.C. Pipelines, a third party. The B.O.C. Pipeline has engaged Messrs. Mannesmam and Saipem. How can the Minister say that there are no

middlemen? I do not understand this. When the B.O.C. Pipelines have engaged these people if we had engaged them we could have eliminated the profits of this middle party.

Shri K. D. Malaviya: As I said, the whole matter is quite simple. B.O.C. are the major partners of Oil India Ltd. of which Government are the minor partners. B.O.C. (pipelines) are responsible for laying the pipeline; and they have arranged with an organisation to lay the pipeline and that organisation is Mannesmann and Saipem. B.O.C. have placed orders on them for the supply of pipelines. Oil India Ltd. arranging the orders and placing them on these people and B.O.C. placing these orders are for all practical purposes one and the same thing because B.O.C. are the major partners.

Shri Hem Barua: On a point of order, Sir.

Mr. Speaker: There is no point of order.

Shri Morarka: What is the capacity of the pipe-producing plant at Rourkela for the year 1961?

Shri K. D. Malaviya: I have already given these figures previously I require notice to collect all these figures again.

WRITTEN ANSWERS TO QUESTIONS

Contributory Education Fund

*964. **Shri Hem Raj:**
Shri Ram Krishan Gupta:

Will the Minister of **Defence** be pleased to refer to the reply given to Starred Question No. 1009 on the 20th December, 1960 and state:

(a) whether Government have examined the scheme for a Contributory Education Fund for army personnel other than officers; and

(b) if so, the result thereof?

The Minister of Defence (Shri Krishna Menon): (a) and (b). A scheme for the education of the children of JCO/ORs/NCs(E) of the Army and of equivalent ranks in the Navy and Air Force has recently been received by the Government from Services Headquarters and is under examination.

Sales Tax on Steel

*965. **Shrimati Ila Palchoudhuri:** Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether it is a fact that a proposal to convert sales tax on steel into excise duty is under consideration of the Government of India;

(b) if so, details thereof;

(c) whether the proposal was referred to the States for their views; and

(b) if so, their reaction thereto?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) to (d). A suggestion has been made to Government that in place of central sales tax on steel additional excise duty may be levied. The suggestion is under consideration.

Thinner Gauge Steel Sheets

*966. **Shri Raghunath Singh:**
Shri Sugandhi:
Shri Agadi:
Shri Wodeyar:
Shri M. B. Thakore:
Shri Prakash Vir Shastri:
Shri K. U. Parmar:

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) what steps are being taken by Government to improve supplies of Thinner Gauge Steel Sheets in the interim period before the Rourkela Plant starts manufacturing them;

(b) whether it is a fact that at present indigenous supplies of the sheets are very meagre and that the quota holders can only obtain their requirements from barter stocks at premia; and

(c) if so, what steps are being taken to protect the actual users?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) Imports are being arranged to the maximum extent possible.

(b) and (c). The present annual output in the country is about 170,000 tons as against the requirements of nearly a million tons per year. Sheets imported against barter are released at prices fixed by the Iron and Steel Controller. It is not correct that quota holders can obtain their requirements only at premia. The importers are allowed a remuneration of 7½ per cent. of the C.I.F. value in the case of material supplied from their godowns, and 4 per cent. for the materials which are supplied from the jetty. If any importer charges the consumers in excess of these rates, he commits an offence punishable under the law.

Age Limit for Admission in Colleges

*967. **Shri Supakar:** Will the Minister of **Education** be pleased to state:

(a) whether Government propose to fix a minimum age for admission to colleges throughout India; and

(b) whether Government have any proposal to raise the minimum and maximum age limits for the all-India competitive examinations?

The Minister of Education (Dr. K. L. Shrimali): (a) The University Grants Commission have suggested to all the Indian Universities that a minimum age of 16 may be prescribed for admission to Degree Courses.

(b) No, Sir.

Copper Deposits in Madhya Pradesh

*968. **Shri Vidya Charan Shukla:** Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether it is a fact that tantalising outcrops of copper ore have been observed at many places including Netanar and Maulpodar, in Guddapah rocks in Bastar district of Madhya Pradesh which require surveys by geophysical methods followed by drilling for an economic assessment; and

(b) if so, the action taken and proposed to be taken for investigating the above find?

The Minister of Mines and Oil (Shri K. D. Malaviya): (a) and (b). The work so far carried out by the Geological Survey of India has indicated the presence of little malachite staining and impregnation in the Cuddapah shale at Netanar and also at Maulpodar. Similar green malachite stains and a little copper bearing pyrites disseminated through quartzite have also been noted near Mundanar, Pakanar and Kottapalli. None of these occurrences are considered to be of any economic importance and therefore the questions of detailed work by geophysical methods followed by drilling does not arise.

गणतंत्र-दिवस समारोह

*९६९. **श्री विभूति मिश्र :**
श्री अरविन्द घोषाल :

क्या **प्रतिरक्षा** मंत्री यह बताने की कृपा करेंगे कि

(क) क्या सरकार गणतंत्र-दिवस की परेड देखने के लिये संसद् सदस्यों और अन्य लोगों के बठने का प्रबन्ध किसी सिद्धांत के आधार पर करती है ; और

(ख) यदि हां, तो वह सिद्धांत क्या है ?

प्रतिरक्षा मंत्री (श्री कृष्ण मेनन) : (क) और (ख). डिप्लोमेट्स के लिए नियत इन्क्लोयर के अतिरिक्त, निमंत्रित लोगों के कुछ वर्गों के लिए, केवल 'बी' इन्क्लोयर में गणराज्य दिवस परेड के लिये स्थान सुरक्षित रखे जाते हैं । साधारणतः इन इन्क्लोयर में सरकार द्वारा निर्धारित प्राथमिकता के अनुसार स्थान सुरक्षित रखे जाते हैं ।

इस वर्ष संसद् सदस्यों को, राष्ट्रपति डायस के निकटतम, बैठने का इन्क्लोयर दिया गया था ।

Steel Quota to Andhra Pradesh

*970. **Shri Osman Ali Khan:** Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether Government are aware that 25,000 tons of iron and steel out of the allotted quota for Andhra Pradesh has not been delivered and consequently construction work on the projects and bridges has been affected;

(b) whether Government have received representations from the Andhra Pradesh Government in this regard; and

(c) if so, the steps taken by Government or proposed to be taken to remedy the situation?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) Steel supplies to Andhra Pradesh, just as to other consumers, have been short of demand. Government are, however, not aware of the specific shortage and the extent of its effect on construction, referred to, by the Hon. Member.

(b) and (c). Recently the State Minister for Public Works discussed the question of steel supplies to Andhra Pradesh with the Iron and Steel Controller. Steps have been taken to arrange supplies on priority basis. Under special arrangement with the Railways supplies in block rakes have been made. About 11,200 tons were supplied from Main Producers alone during January-February, 1961.

Study Leave for Central Government Employees

*971. { **Shri D. C. Sharma:**
{ **Shri Manay:**

Will the Minister of **Finance** be pleased to state:

(a) whether it is a fact that one of the recommendations of the Second Pay Commission is to extend more and more facilities of leave etc. to the Central Government Employees to enable them to undertake higher studies or specialised training in various fields;

(b) what steps have Government taken to liberalize such rules; and

(c) if the matter is still under examination, when a decision in the matter can be expected?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): (a) Yes.

(b) and (c). Necessary orders were issued in February, 1961, copy of which is placed on the Table of the Lok Sabha. [*See* Appendix III, annexure No. 63].

Local Taxes on Properties Owned by Commercial Departments

*972. **Shri P. C. Borooah:** Will the Minister of **Finance** be pleased to state Government's decision on the Taxation Inquiry Committee's recommendation for the payment of local taxes on the properties owned by commercial departments?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): The Government have accepted the recommendation of the Commission and the requisite legislation is being processed.

Decline in Direct Taxes

*973. **Shri Tangamani:** Will the Minister of **Finance** be pleased to state:

(a) whether it is a fact that the direct taxes including company taxes collected during the current year show a decline;

(b) if so, the reasons for the same; and

(c) how much was collected till the end of February, 1961, during the current year compared to the corresponding period of previous year?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): (a) No, Sir.

(b) Does not arise.

(c) The amount collected till the end of January, 1961 during the current year was Rs. 199·24 crores, as compared to the collection if Rs. 169·17 crores in the corresponding period of the previous year.

Use of Staff Cars

*974. **Shri Ramanathan Chettiar:** Will the Minister of **Finance** be pleased to state:

(a) whether Gazetted Officers of the Central Government at New Delhi are allowed the use of staff cars on Sundays and holidays when they are required to attend to their official duties in the public interest; and

(b) if not, the reasons therefor?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): (a) Yes, Sir.

(b) Does not arise.

Tamenglong Sub-division of Manipur

*975. **Dr. Ram Subhag Singh:** Will the Minister of **Home Affairs** be pleased to state:

(a) whether the entire area of Tamenglong sub-division of Manipur has been declared as a disturbed and dangerous area;

(b) whether any other area of Manipur has also been affected by the hostile Naga activities; and

(c) whether any extra precautionary measures have been taken to deal with the situations?

The Minister of Commerce and Industry (Shri Lal Bahadur Shastri): (a) and (b). The portion of the Tamenglong sub-division north of the old Cachar Road has been declared a disturbed area under Section 3 of the Armed Forces (Assam and Manipur) Special Powers Act 1958. The Ukhrul subdivision and the Mao Maram Circle which are affected by Naga hostile activities have also been declared as disturbed areas.

(c) Security forces in the affected areas have been adequately strengthened.

Retrenchment in Bhilai Steel Plant

*976. **Shrimati Parvathi Krishnan:**
Shri S. M. Banerjee:
Shri Muhammed Elias:
Shri B. K. Gaikwad:
Shri Indrajit Gupta:

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether it is a fact that nearly 200 employees belonging to Scheduled Castes and Scheduled Tribes working in Steel Plant in Bhilai have been retrenched;

(b) whether 250 employees belonging to Scheduled Castes and Scheduled Tribes are again to be retrenched on the 15th March, 1961;

(c) whether retrenchment could have been avoided if a proper percentage of Scheduled Castes and Scheduled Tribes had been maintained;

(d) the reason for not maintaining this percentage; and

(e) the steps taken by Government in this regard?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) to (e). The bulk of recruitment by the Bhilai Steel Project was for construction. Employment therefore was of a temporary nature. In respect of work-charged and muster roll employees, the Project has not maintained statistics of communial representation. These are maintained only for regular employees. No regular employee has been retrenched so far. Now that the construction work is nearing completion, the work-charged and muster roll employees are being retrenched. The number so retrenched till 28-2-1961 is 16708. Retrenchment is on the principle "last come first go". No special consideration is accordingly given to persons belonging to the

Scheduled Castes and Tribes at the time of retrenchment. Persons belonging to the Scheduled Castes and Tribes are, however, given preference for appointment to permanent posts on the operation side. The general rule that only workers on work-charged and muster roll establishment who joined Bhilai before the 1st January, 1959 would be considered for permanent absorption on the operation side, has been relaxed in the case of persons belonging to the Scheduled Castes and Tribes. As a result of this relaxation, about 150 persons belonging to the Scheduled Castes and Tribes have been taken on the operation side. The Hindustan Steel expect that the Scheduled Caste and Scheduled Tribe employees, whether retrenched or still employed, would be given an opportunity to get selected for permanent posts.

Medium of Instruction in Delhi University

*977. **Shri Ram Krishan Gupta:**
Shri Prakash Vir Shastri:

Will the Minister of **Education** be pleased to refer to the reply given to Short Notice Question No. 6 on the 20th December, 1960 and state:

(a) whether a discussion has since been held by the authorities of the Delhi University with the University Grants Commission regarding the medium of instruction in Delhi University; and

(b) if so, the result thereof?

The Minister of Education (Dr. K. L. Shrimali): (a) Yes, sir.

(b) The matter is under the consideration of the University Grants Commission.

छात्रों में अनुशासनहीनता

*९७८. **श्री भक्त दर्शन :**
श्री बी० चं० शर्मा :

क्या शिक्षा मंत्री २ दिसम्बर, १९६० के तारांकित प्रश्न संख्या ६७४ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि विश्वविद्यालयों के छात्रों में अनुशासनहीनता की समस्या का अध्ययन करने के लिये नियुक्त की गई समिति की सिफारिश को कार्यान्वित करने की दिशा में अब तक क्या ठोस कदम उठाये गये हैं ?

शिक्षा मंत्री (डा० का० ला० श्रीमाली) : समिति की सिफारिशों के बारे में राज्य सरकारों और विश्वविद्यालयों को बता दिया गया है, जिन पर कि सिफारिशों को अमल में लाने की जिम्मेदारी है ।

Retrenched Employees of Steel Plants

*979. **Shri S. M. Banerjee:** Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether workers of the Steel Plants in Public Sector, departmental and on contract, retrenched **so far** in 1960 have been provided with alternative employment;

(b) if not, the total number of those not employed;

(c) the total number retrenched during 1960; and

(d) the number likely to be retrenched in 1961?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) to (d). The position in respect of each of the Steel Plants is given below:

Bhilai.—The total number of workers of the Plant retrenched during 1960 is 9042. 7666 workers have been retrenched during 1961 so far. It is anticipated that another 10,000 workers will be retrenched during the next two months. Of the workers retrenched in 1960: 3668 were interviewed by various employers. Out of these 1,270 were selected for alternative employment.

Rourkela.—The number of workers retrenched during 1960 is 80. The number likely to be retrenched during 1961 is approximately 3,000. The 80 workers retrenched during 1960 were unskilled employees who were employed on purely temporary basis in the Public Health and Malaria Departments for a period of six months. Their services were terminated on completion of the work. It has not been possible to find alternative employment for them.

Durgapur.—304 work-charged and muster roll workers were retrenched during 1960. All of them have been provided with alternative employment. It is difficult at this stage to forecast the number of persons likely to be reternched during 1961.

The figures regarding the workers on contract who have been retrenched in the three steel projects are not available. Hindustan Steel Limited are not keeping such statistics relating to employees of contractors.

Central Sales Tax on Hosiery Goods

***980. Shri A. M. Tariq:** Will the Minister of **Finance** be pleased to state:

(a) whether it is a fact that no Central Sales Tax is charged on hosiery goods when exported from or imported in Bombay;

(b) whether it is also a fact that the Central Sales Tax is charged on hosiery goods when exported from or imported in Ludhiana, Delhi or Calcutta;

(c) if so, the reasons therefor; and

(d) the action being taken in the matter to bring about uniformity in the matter?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): (a) and (b). All sales or purchases (including those of hosiery goods) from all States resulting directly in the export of the goods out of or the import of the goods into the territory of India are exempt from the levy of all Central or State sales taxes.

(c) and (d). Do not arise.

Withdrawal of Janata Insurance Scheme

***981. Shrimati Ila Palchoudhuri:** Will the Minister of **Finance** be pleased to state:

(a) whether the Life Insurance Corporation has under their consideration a proposal to withdraw Janata Insurance Scheme;

(b) if so, the reasons for the proposed action; and

(c) the details thereof?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): (a) No, Sir.

(b) and (c). Do not arise.

Steel Manufacture in Ordnance Factories

***982. Shri Morarka:** Will the Minister of **Defence** be pleased to state:

(a) what are the various kinds of special steel manufactured in the Ordnance Factories and since when; and

(b) what is the cost of production per ton for each range of the special steel manufactured?

The Deputy Minister of Defence (Shri Raghuramaiah): (a) The Ordnance Factories have been manufacturing a large variety of steel for the last 50 years. Development of further varieties of steel for manufacture is continuing. At present, Ordnance Factories are manufacturing as many as 115 varieties of steel. Their composition is given in the Steel Schedule published by the Metal and Steel Factory, Ishapore.

(b) It will be appreciated that it is not possible to give the cost of production per ton for such a large variety of steels. However, for the

purposes of indication, the cost of production of 7 broad types of steel is given below:—

Cost of 3" square Billets, Hot-rolled as produced by Ordinance Factories

	Type of Steel	Cost Minimum Per ton	Cost Maximum Per ton
		(In rupees)	
1.	High Carbon Steel	596	685
2.	Nickel Chromium Steel	3478	4699
3.	Nickel Steel	1595	1766
4.	Nickel Chromium Molybdenum Steel	1413	1567
5.	Chromium Molybdenum Steel	929	1369
6.	Silico-Manganese Steel	682	780
7.	Chromium Tungsten Steel	5141	7826

Note.—Cost of production is competitive. In fact, for the Silico-manganese Steel, the Government control rate is Rs. 788.00 per ton, which is higher than the maximum cost of production of this type of steel in the Ordnance Factories.

Third Plan for Delhi

*983. **Shri P. C. Borooah:** Will the Minister of **Home Affairs** be pleased to state:

(a) whether allocation for Delhi's Third Five Year Plan schemes has been finalised; and

(b) if so, how far the demands of the Delhi Administration and the two civic bodies are proposed to be met?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) and (b). The question will be answered by the Minister of Planning on a subsequent date.

Sangeet Natak Akademi

*984. **Shri Ram Krishan Gupta:**
Shri Bhakt Darshan:
Shri Naval Prabhakar:
Shri Assar:
Shri Vajpayee:
Shri S. M. Banerjee:

Will the Minister of **Scientific Research and Cultural Affairs** be pleased to refer to the reply given to Starred Question No. 998 on the 20th December, 1960 and state:

(a) whether the enquiry into the alleged irregularities in the accounts of Sangeet Natak Akademi has since been completed; and

(b) if so, the result of the enquiry?

The Minister of Scientific Research and Cultural Affairs (Shri Humayun Kabir): (a) No, Sir.

(b) Does not arise.

तेल की खोज के लिये फ्रांसीसी सहायता

*९८५. **श्री भक्त दर्शन :**
श्री रामकृष्ण गुप्त :
श्री पांगरकर :

क्या **इस्पात, खान और ईंधन** मंत्री २३ दिसम्बर, १९६० के अतारांकित प्रश्न संख्या २३२७ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि :

(क) क्या भारत में तेल की खोज करने के लिए "फ्रेंच इन्स्टीट्यूट आफ पैट्रोलियम" द्वारा प्रस्तुत किये गये प्रस्तावों पर सरकार ने विचार कर लिया है ; और

(ख) यदि हां, तो उसका क्या परिणाम निकला है ?

खान और तेल मंत्री (श्री के० डी० मालवीय) (क) जी, हां ।

(ख) अभी तक कोई निर्णय नहीं हुआ है ।

Production in Ordnance Factories

*986. **Shri S. M. Banerjee:** Will the Minister of **Defence** be pleased to state:

(a) whether production for both Services and civilians in Ordnance Factories has increased during 1960 as compared with 1959;

(b) if so, to what extent; and

(c) the new production likely to be undertaken?

The Deputy Minister of Defence (Shri Raghuramaiah): (a) Yes, Sir.

(b) The total value of production for both Services and civil trade in the Ordnance Factories during the first 9 months of 1960-61 (1st April to 31st December 1960) the figures for which are now available is Rs. 19·86 crores (provisional) as compared to Rs. 16·16 crores (provisional) during the corresponding period of 1959-60. The increase is, therefore, to the extent of Rs. 3·70 croes, i.e., 22·9 per cent approximately.

(c) It is the constant endeavour of the Ordnance Factories to make the country self-sufficient in the matter of production of Defence Stores. It is not in the public interest to disclose details of new items, the manufacture of which is likely to be taken up in future.

Rise in Price of Consumer Goods

*987. **Shri P. C. Borooah:** Will the Minister of **Finance** be pleased to state:

(a) whether Government have taken note of the rise in prices of the consumer goods after the presentation of the budget;

(b) if so, to what extent have they increased and whether this increase is quite out of proportions with the additional levies announced; and

(c) if the reply to part (a) above be in the affirmative, what steps Government have taken to check this abnormal rise in the prices of the consumer goods?

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): (a) Yes. Government have received reports from a few centres in the country that prices of some of the consumer goods have increased after the presentation of the budget.

(b) Price increases have been of varying degree. In some items *viz.*, coffee, Hookah tobacco, vegetable product and superior kerosene the price rise is reported to have been slightly more than warranted by the additional levy. The rise in the prices of cigarettes, paper and paper board and some varieties of unmanufactured tobacco has been more or less in correspondence with the increase in duties.

(c) Prices are sometimes raised disproportionately soon after the Budget, but the market stabilises itself before long.

Untouchability

1916. { **Shri D. C. Sharma:**
Shri Daljit Singh:

Will the Minister of **Home Affairs** be pleased to state:

(a) how many cases have been taken up for offences under the Untouchability (Offences) Act, 1955 in India during the last six months; and

(b) what percentage of such cases ended in conviction?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) and (b). Information is being collected and will be laid on the Table of the House in due course.

Water Facilities to S.C. in Maharashtra

1917. **Shri Pangarkar:** Will the Minister of **Home Affairs** be pleased to state:

(a) the number of wells that have been sanctioned under centrally sponsored schemes during the year 1960-61 so far providing water facilities to Scheduled Castes in Maharashtra; and

(b) the amount of expenditure involved therein?

The Deputy Minister of Home Affairs (Shrimati Alva): (a) and (b). The required information is being obtained from the Government of Maharashtra and will be laid on the Table of the House when it is received.

Visits of Commissioner of S.C. & S.T. to Maharashtra

1918. **Shri Pangarkar:** Will the Minister of **Home Affairs** be pleased to state:

(a) how many times Maharashtra has been visited by the Commissioner for Scheduled Castes and Scheduled Tribes during 1960-61 so far; and

(b) the names of places visited by him and problems noted thereof?

The Deputy Minister of Home Affairs (Shrimati Alva): (a) Nine times.

(b) A statement giving the information is laid on the Table. [*See* Appendix III, annexure No. 64].

Naga Hostiles and Manipur Police

1919. **Shri Pangarkar:**
Shri D. C. Sharma:

Will the Minister of **Home Affairs** be pleased to state:

(a) the number of encounters that took place from the 1st November, 1960 to 31st March, 1961 in Manipur between the Naga hostiles and the Manipur police;

(b) the number of Naga hostiles arrested and detained during this period; and

(c) the number of Naga Hostiles who surrendered to the Police during the above period?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) Five.

(b) Of the 20 Naga hostiles arrested during this period, 13 are in jail custody and 7 are on bail.

(c) Nil.

Primary Schools in Manipur and Tripura

1920. **Shri Pangarkar:** Will the Minister of **Education** be pleased to state:

(a) the number of primary schools at present in Manipur and Tripura; and

(b) the total number of students in primary schools at present there?

The Minister of Education (Dr. K. L. Shrimali): (a) and (b). The required information is as follows:—

	Number of Primary (including Junior Basic) Schools.	Total number of students in such schools.
(i) Tripura .	1,069	72,146
(ii) Manipur .	1,430	97,929

Social Welfare Extension Projects in Assam

1921. **Shri Pangarkar:** Will the Minister of **Education** be pleased to state the amount of Central assistance given to Assam during the year 1960-61 so far for Social Welfare Extension Projects and for social and moral hygiene and after-care programme?

The Minister of Education (Dr. K. L. Shrimali): A sum of Rs. 3.06 lakhs has so far been released during the year 1960-61 for Social Welfare Extension projects in Assam through the Central Social Welfare Board. The payments were made direct to the State Social Welfare Advisory Board and not to the State Government.

The Government of India will also release a sum of Rs. 67,900 at the rate of 50 per cent of the actual expenditure of Rs. 1,35,800 incurred by the State Government during the current financial year.

Grants to Educational Institutions in Gujarat

1922. Shri Pangarkar: Will the Minister of **Education** be pleased to state:

(a) the number of educational institutions of Gujarat which applied for non-recurring grants during 1960-61 so far; and

(b) the grant sanctioned to each of these institutions?

The Minister of Education (Dr. K. L. Shrimali): (a) 37.

(b) Grants were sanctioned to the following three institutions as below:—

Name of the Institution	Grant sanctioned
	Rs.
Lok Bharati Rural Institute, Sanosara . .	13,098
M.S. University of Baroda . Sardar Vallabhbhai Vidyapeet, Vallabh Vidya Nagar . .	11,469 2,400

Emoluments of Village Watchmen in Orissa

1923. Shri Chintamoni Panigrahi: Will the Minister of **Finance** be pleased to state:

(a) whether the Orissa Government have requested the Government of India to bear two thirds of the additional dearness allowance for increasing the emoluments of the village watchmen in Orissa;

(b) if so, whether Government have agreed to the proposal; and

(c) what amount the Government of India is going to advance to the State Government for this purpose?

The Minister of Finance (Shri Morarji Desai): (a) Yes.

(b) The Government of India have agreed to assistance for this purpose in accordance with the scheme of Central assistance to States for improving the emoluments of low-paid employees which will last till the end of the current financial year. The scope of the scheme has been explained in answer to Unstarred Question No. 3484 on 24th April, 1959 and Starred Question No. 755 on 7th December, 1960.

(c) Of the Central assistance to be released to the State in the current year in accordance with the general scheme, it is estimated that a sum of Rs. 16 lakhs will be for this purpose.

Pay of Army Officers

1924. Shrimati Renu Chakravartty: Will the Minister of **Defence** be pleased to state:

(a) the total pay of a second lieutenant, lieutenant, captain in 1947, 1953 and 1960;

(b) its break-up under heading of regular allowances; and

(c) what other allawances they are entitled to?

The Minister of Defence (Shri Krishna Menon): (a) and (b). A statment giving the required information in respect of Army officers of the ranks of 2nd Lieutenant, Lieutenant and Captain of all arms other than Army Medical Corps, Army Dental Corps and Veterinary officers is laid on the Table. [*See* Appendix III, annexure No. 65].

(c) The more important allowances, besides Kit Maintenance and Special Disturbance allowances, to which Army officers, as a class, are at present entitled, are as follows:—

(1) Officers are granted an outfit allawnce of Rs. 800 on first commission and after every seven years of effective service

commencing from the date of first commission.

(2) Officers of the rank of Lieutenant and Captain who have completed two or more years of commissioned service, are eligible for Qualification Pay at Rs. 75 per mensem or Rs. 50 per mensum according to the special technical and staff qualifications they possess.

(3) Married officers are entitled to Disturbance Allowance of Rs. 135 when they travel on warrant on transfer from one station to another station within Indian limits, for the purpose of meeting incidental expenditure.

(4) A Separation Allowance of Rs. 50 per mensum is admissible, suject to the prescribed conditions, to married officers, when they are posted to units formations located in specified areas|stations in India, where families are not permitted to accompany them.

(5) Officers are entitled to compensatory (city) allowance in certain specified stations under the conditions and at the rates applicable to civilian officers of the Government.

Pay of J.C.Os.

1925. **Shrimati Renu Chakravartty:** Will the Minister of **Defence** be pleased to state:

(a) the total pay of Jamadars and Subedars and other J.C.Os. in 1947, 1953 and 1960;

(b) its break-up under heads of allowances;

(c) what are the other officers allowances which they do not enjoy; and

(d) the reasons for the same?

The Deputy Minister of Defence (Shri Raghuramaiah): (a) and (b). A statement giving the required information in respect of JCOs. of the Infantry (other than those holding honorary ranks as commissioned officers) is laid on the Table. [*See* Appendix III, annexure No. 66].

(c) and (d). As in the case of pay proper, the difference in the allowances admissible to officers and to JCOs. is related to differences in their other terms and conditions of service and the inducement necessary to attract persons of the right type. The more important allowances for which officers as a class, but not JCOs., are eligible are, Outfit allowance, Kit maintenance allowance, Special disturbance allowance (in addition to the disturbance allowance), Separation allowance and Qualification pay.

Melting Scrap

1926. **Shri M. B. Thakore:** Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) the annual requirement of melting scrap by the Mysore Iron and Steel Works, Bhadravati, Mysore State;

(b) the quantity of melting scrap actually consumed by them during the years 1956 to 1960;

(c) the break-up in grades of Mysore Iron's 1960 melting scrap consumption;

(d) the tonnage of No. 1 quality pressbaled sheet cutting scrap and heavy melting scrap received by the Mysore Iron and Steel Works in 1960 as allocation from Bombay and Madras exporters against their shipment of No. 2, 2a and 3 bundles;

(e) the other sources, if any, from which the Mysore Iron & Steel Works received scrap supplies during 1960; and

(f) the price per ton paid by the Mysore Iron and Steel Wroks for the scrap supplied to them by Bombay| Madras exporters as allocation and for any quantity the Mysore Iron directly acquired from the open market?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) About 30,000 tons per annum.

(b) The consumption figures during the last four financial years including Works' own scrap were as under:

	Tons
1956-57	33,537
1957-58	41,702
1958-59	51,289
1959-60	49,720
(c) Heavy melting scrap	29,517
Turnings and borings	3,856
(d) No. 1 quality pressed sheet cuttings :	
(i) Bombay exporters	2,850
(ii) Madras exporters	1,860

(e) 12,206 tons from sources like the Railways, Hindustan Shipyard, Indian Steel Rolling Mills, etc.

(f) Scrap from exporters have been purchased by the Bhadravati Steelworks at controlled rates. During 1960 the Works purchased no scrap directly from the market.

Prices of Scrap

1927. Shri M. B. Thakore: Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether it is a fact that consequent on the failure to effect any up ward revision of the low control prices of melting scrap there is a wide disparity between the control price and the open market price of No. 1 quality sheet cuttings;

(b) whether it is also a fact that while the Hindustan Steel Ltd. purchased all its scrap requirements from the open market, the Mysore Iron & Steel Works depends for its scrap supply on the Bombay/Madras exporters inasmuch as the Ferrous Scrap Export Policy compels the exporters to supply scrap to Mysore Iron and Steel Works at the low control price; and

(c) the reasons why Bombay/Madras scrap exporters are made to subsidize the raw material purchase of the Mysore Iron and Steel Works?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) Government is not aware of any disparity between controlled price and open-market price. As per statutory price control, scrap can be sold only at controlled prices.

(b) Both Hindustan Steel and Mysore Iron and Steel Works are given scrap from the Controlled sources to the maximum extent possible. They are also given 10 per cent. levy which the Government is levying on number 2, 2a and 3 quality sheet cuttings from the exporters of Bombay and Madras. Moreover, policy of Government is to utilise to the maximum extent possible the scrap available in the country from indigenous sources.

(c) Does not arise.

Hobby Workshops in Universities and Colleges

1928. Shri D. C. Sharma: Will the Minister of **Education** be pleased to refer to the reply given to Unstarred Question No. 677 on the 24th November, 1960 and state the up-to-date progress made to implement the proposal to establish hobby workshops in universities and colleges?

The Minister of Education (Dr. K. L. Shrimali): A statement laid on the Table. [*See* Appendix III, annexure 67].

Amendment of Banking Law

1929. Shri D. C. Sharma: Will the Minister of **Finance** be pleased to refer to his statement made in Lok Sabha on the 20th August, 1960 and state at what stage is the proposal to amend the existing Banking Law with a view to giving "greater protection" to the interests of depositors and securing them "quicker initial relief" in case banks went into liquidation?

The Minister of Finance (Shri Morarji Desai): The required information has already been furnished to the House in reply to the Unstarred Question No. 701 answered on the 24th November, 1960. There has been no change in the position since then.

Relief of Educated Unemployment in Punjab

1930. Shri D. C. Sharma: Will the Minister of **Education** be pleased to state:

(a) the number of new teachers allotted to the Punjab Government during 1960-61 under the scheme of relief of educated unemployment and expansion of primary education; and

(b) what amount was allocated to the Punjab Government during 1959-60 and 1960-61 for this purpose?

The Minister of Education (Dr. K. L. Shrimali): (a) 900 teachers.

(b) (i) 1959-60:—The allocation for this scheme was part of the general allocation for Elementary Education and was not shown separately.

(ii) 1960-61:—Rs. 31·27 lakhs.

Polytechnics in Punjab

1931. Shri D. C. Sharma: Will the Minister of **Scientific Research and Cultural Affairs** be pleased to refer to the reply given to Unstarred Question No. 708 on the 24th November, 1960 and state the up-to-date progress made in opening the Centrally sponsored Polytechnics in Punjab?

The Minister of Scientific Research and Cultural Affairs (Shri Humayun Kabir): For the Sirsa Polytechnic, land has been acquired and tenders for the construction of the buildings have been called.

For the Batala Polytechnic, land acquisition proceedings are in progress and administrative approval for the construction of the buildings has been given.

For the Guru Tegh Bahadur-garh Polytechnic, action is in progress to take over the land offered by the Guru Nanak Education Trust.

The Polytechnics at Sirsa and Batala are expected to start functioning during 1962-63.

Arrears in High Court of Orissa

1932. Shri Kumbhar: Will the Minister of **Home Affairs** be pleased to state:

(a) the number of civil, criminal and election cases filed in the High Court of Orissa, Cuttack during the Second Five Year Plan period yearwise so far;

(b) the number of those cases disposed of so far;

(c) the number of cases pending; and

(d) the reasons therefor?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) to (d). The information is being obtained and will be laid on the Table of the Lok Sabha.

पाकिस्तान को भेजी गई धन-राशि

१९३३. { श्री प्रकाश वीर शास्त्री :
श्री रामकृष्ण गुप्त :
श्री कुन्हन :

क्या **वित्त** मंत्री १५ दिसम्बर, १९६० के अतारांकित प्रश्न संख्या १८६२ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि

(क) क्या कासिम अली एण्ड कम्पनी, बन्दर स्ट्रीट, मद्रास के मालिक कासिम अली द्वारा पाकिस्तान को भेजे गये धन की जांच का कार्य पूरा हो गया है ;

(ख) यदि हां, तो भेजे गये कितने धन का अब तक पता लगा है ; और

(ग) क्या इस धन को पाकिस्तान भिजवाने में किसी भारतीय अधिकारी अथवा कम्पनी का भी हाथ है ?

वित्त मंत्री (श्री मोरारजी देसाई) : (क) से (ग). और भी जांच की गयी लेकिन कोई ऐसा सबूत नहीं मिला जिससे यह पता चले कि श्री कासिम

अली ने पाकिस्तान पैसे भेजे । इसे देखते हुए इस मामले में किसी भारतीय अफसर या कम्पनी का हाथ होने का सवाल ही पैदा नहीं होता ।

नौलखे हार की बिक्री

१९३४. श्री प्रकाशवीर शास्त्री :
श्री आसर :
श्री वाजपेयी :

क्या **वित्त** मंत्री १५ दिसम्बर, १९६० के अतारांकित प्रश्न संख्या १८८२ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि :

(क) लखनऊ के एक धनी नवाब परिवार को विदेशी मुद्रा प्राप्त करने के लिये नौलखा हार बेचने की जो अनुमति दी गई थी और जिस एजेंट को इसे बेचने का काम सौंपा गया था, क्या वह भारत लौट आया है ; और

(ख) क्या यह सच है कि इस नौलखे हार की कोई ऐतिहासिक पृष्ठ भूमि नहीं है ?

वित्त मंत्री (श्री मोरारजी देसाई) : (क) उत्तर प्रदेश के एक महाराज कुमार के गहनों को विदेश में बेचने का काम जिस एजेण्ट को सौंपा गया था वह भारत लौट आया है ।

(ख) इन गहनों के सम्बन्ध में, जिन में (१) हीरे-पन्ने का एक हार और (२) हीरा-पन्ना जड़ी एक जोड़ी बालियां थीं, यही तय पाया गया था कि प्राचीनता या ऐतिहासिकता की दृष्टि से इनका बहुत महत्व नहीं है ।

Rationalisation of Banks

1935. **Shri Ram Krishan Gupta:**
Shri S. M. Bannerjee:

Will the Minister of **Finance** be pleased to refer to the reply given to Starred Question No. 1001 on the 20th December, 1960 and state:

(a) whether Government have considered the scheme for nationalisation of remaining six banks; and

(b) if so, the result thereof?

The Minister of Finance (Shri Morarji Desai): (a) and (b). In addition to the banks referred to in the reply to the Starred Question No. 1001 on the 20th December, 1960, moratorium orders have been issued in respect of two more banks. The latest position in respect of each of these banks is indicated in the statement laid on the Table. [*See* Appendix III, annexure No. 68].

उत्तर प्रदेश के पहाड़ी जिलों का भूतत्वीय सर्वेक्षण

१९३६. **श्री भक्त दर्शन** : क्या **इस्पात, खान और ईंधन** मंत्री २९ नवम्बर, १९६० के अतारांकित प्रश्न संख्या ९४८ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि भारत के भूतत्वीय सर्वेक्षण विभाग ने उत्तर प्रदेश के पहाड़ी जिलों में सर्वेक्षण कार्य का सन् १९६०–६१ के लिए जो कार्यक्रम बनाया था, उसमें अब तक क्या प्रगति हुई है और उसके आधार पर आगे का कैसा कार्यक्रम तैयार किया जा रहा है ?

खान और तेल मंत्री (श्री के० डी० मालवीय) : १९६०–६१ के दौरान में भारतीय भूगर्भीय सर्वेक्षण विभाग के कार्यक्रम में शामिल किये गये अन्वेषण कार्यों में अब तक प्राप्त हुई प्रगति निम्न प्रकार है :—

(१) अल्मोड़ा जिले के शीशखानी-बालादेव और गनी-गंगोली भागों में तांबा, सीसा तथा मैगनेसाइट (Magnesite) की जांच जारी रखना ।

शीशखानी में पुरानी खानों के कार्य-स्थानों की साफ करने और खोदने के बाद नमूनों को इकट्ठे करने का कार्य पूरा किया गया है ।

(२) गढ़वाल जिले के पनाई, मगरासू इत्यादि भागों के निकट ग्राचूर्ण (Gypsum) तथा पट्टी लोभा में सूचित किये गये ग्राफाइट (Graphite) की जांच ।

इस वर्ष के दौरान में प्रारम्भिक अन्वेषण कार्य पूरे किये जायेंगे । यदि आवश्यक समझा गया तो आगामी कार्य को हाथों में लिया जायगा ।

(३) गढ़वाल की धातुपूर्ण मेखला में घनपुर, पोखरी तथा दूसरे क्षेत्रों का भूमीक्षण तथा विस्तृत मानचित्रण ।

विस्तृत मानचित्रण के साथ साथ भू-रासायनिक व्यादर्शन कार्य किया गया । दण्डा खान गांवों के पूर्व में खान के दो छिद्रों को शामिल करते हुए पुरानी खानों का भी परीक्षण किया गया । सतह पर खनिजायन का कोई चिन्ह नहीं पाया गया ।

(४) अल्मोड़ा तथा नैनीताल जिलों के मानचित्रण कार्य का चालू रखना ।

सूचना देने योग्य कोई प्रगति नहीं हुई ।

(५) मसूरी क्षेत्र में फासफेट्स पत्थरों (Rock Phosphates) की जांच ।

खनन कार्य जारी रखा जा रहा है । मसूरी के लैण्डोर बाजार के घण्टा घर और मिडलैण्डन के बीच में पाये जाने वाले नरम प्रांगारमय जम्बशिला (Carbonaceous Shale) में फासफेट्स के पिण्ड मुख्यत: केन्द्रित हैं । (जम्बशिला में P_2O_5 अंश ०.०५ प्रतिशत से ०.३६ प्रतिशत तक है तथा पिण्डों में १.८४ प्रतिशत तक होता है । पिण्डों में बाहरी तल अधिक फाफेट्सयुक्त दिखाई देता है)

(६) नैनीताल जिले व समीपवर्ती क्षेत्र के जिन भागों के अन्तर्गत समन्वेषी व्यधन (Exploratory drilling) हो चुका है; उनकी नियमानुसार भू-जलवैज्ञानिक (Geohydrological) जांच का चालू रखना ।

भूमिगत जल के अध्ययनों को जारी रखा जा रहा है ।

गडरपुर, रामपुर, बिलासपुर और हल्द्वानी क्षेत्रों में भूमिगत स्तर से जल स्तर की गहराई ४ फुट से १२ फुट तक पाई जाती है ।

(७) देहरादून जिले के जिन भागों में समन्वेषी व्यधन (Exploratory drilling) हो चुका है, उनकी नियमानुसार भू-जलवैज्ञानिक जांच का चालू रखना । देहरादून क्षेत्र की वर्षा सम्बन्धी सूचना इकट्ठी की गई । खोदे गये कुओं में पानी का स्तर भूमिगत स्तर के नीचे ६.६८ और ६६.१४ फुट के बीच है ।

(८) पूर्णागिरि (बनबासा) डैम परियोजना के लिए प्राथमिक भूगर्भीय जांचों को चालू रखना ।

निर्माण से पूर्व अन्वेषणों के अप्रैल, १९६२ तक पूर्ण होने की सम्भावना है, जैसा कि आयोजित किया गया है ।

(९) राम-गंगा डैम परियोजना के लिए, निर्माण से पूर्व भूगर्भीय जांचो को चालू रखना ।

निर्माण से पूर्व अन्वेषणों को जारी रखा जा रहा है और उनके जून, १९६१ तक पूरे होने की सम्भावना है ।

(१०) यमुना हाइडल योजना के लिए भूगर्भीय जांचों का चालू रखना ।

यमुना हाइडल योजना से सम्बन्धित विभिन्न विषयों का भूगर्भीय अन्वेषण किया गया । इस क्षेत्र में कोल और नाहन संभंगों

(Krol and Nahan thrust faults) की मात्रा का अध्ययन किया गया । छिब्बरो विद्युत केन्द्र (Chibbro Power House) स्थल का मानचित्रण किया गया

२६ नवम्बर, १९६० के अतारांकित प्रश्न संख्या ६४८ के उत्तर में बताये गये अन्वेषणों के अन्य विषयों के सम्बन्ध में अब तक कोई प्रगति नहीं हुई है ।

१९६१-६२ के दौरान में उत्तर प्रदेश ण पहाड़ी जिलों में भारतीय भूगर्भीय सर्वेक्ष विभाग द्वारा भूगर्भीय मानचित्रण और खनिज अन्वेषणों के निम्नलिखित कार्यों को हाथ में लेने का विचार है :—

१. नैनीताल जिले का भूगर्भीय मानचित्रण ।

२. अल्मोड़े जिले का भूगर्भीय मानचित्रण ।

३. अल्मोड़ा जिला के शीशखानी, गोनाई, रेखअगार, देवरथल क्षेत्र में ताम्बे और सीसे की खोज ।

४. धनपुर-पोखेरी और गढ़वाल जिले के दूसरे क्षेत्रों में तांबे की खोज ।

५. गढ़वाल में विद्यमान कच्चे तांबे का विस्तृत अन्वेषण ।

Minority Languages

1937. **Shri R. C. Majhi:**
Shri Subodh Hansda:

Will the Minister of **Home Affairs** be pleased to state:

(a) whether to recognise a district as bilingual or unilingual as the case may be languages mentioned in the Eighth Schedule are only taken into consideration;

(b) how the minority languages of a district are defined; and

(c) whether the languages spoken by the Tribes also come within them?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) to (c). Attention is invited to paragraphs 7-12 of the Memorandum on Safeguards for Linguistic Minorities (1956). The provisions contained in these paragraphs do not relate only to the languages mentioned in the Eighth Schedule.

Recognition of Unions

1938. **Shri S. M. Banerjee:**
Shri Tangamani:
Shri Indrajit Gupta:

Will the Minister of **Home Affairs** be pleased to refer to the reply given to Starred Question No. 749 on the 7th December, 1960 and state whether Government have now taken a final decision to restore recognition of those Unions and Federations recognition of which was withdrawn after the July, 1960 strike?

The Minister of State in the Ministry of Home Affairs (Shri Datar): No.

Foreign Exchange Violation

1939. **Shri Pangarkar:**
Shri Rameshwar Tantia:
Shri Ram Krishan Gupta:
Shri S. M. Banerjee:
Shri T. B. Vittal Rao:

Will the Minister of **Finance** be pleased to refer to the reply given to Starred Question No. 429 on the 24th November, 1960 and state:

(a) whether the Director of Enforcement, Foreign Exchange Regulation has since completed investigations regarding foreign exchange regulation violation case against a director of the State Bank of India; and

(b) if so, the details thereof?

The Minister of Finance (Shri Morarji Desai): (a) No Sir.

(b) Does not arise.

Geological Survey of Nagaland

1940. Shri Pangarkar: Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether Government propose to conduct a geological survey of Nagaland; and

(b) if so, when this work will be undertaken?

The Minister of Mines and Oil (Shri K. D. Malaviya): (a) and (b). The Geological Survey of India have prepared a programme to undertake geological survey of parts of Nagaland during the Third Plan Period. This work is proposed to be undertaken by about middle of the Third Plan period.

Engineers and Technicians in Steel Plants

1941. { Shri Morarka: Shri Nathwani:

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) the total number of engineers and technicians employed in the three steel plants;

(b) the total number of engineers and technicians who have resigned or expressed a desire to resign; and

(c) if so, the reason for the same?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh):

(a)	Rourkela	4085
	Bhilai	7939
	Durgapur	4008
(b)	Rourkela	174
	Bhilai	179
	Durgapur	65

(c) Though some resignations have been submitted without assigning any reasons, the usual reasons given are: family affairs, health grounds and better prospects elsewhere.

Earth Work at Barauni

1942. { Shri Morarka: Shri Nathwani:

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) the expected cost of earth work to be undertaken at the Barauni Refinery site; and

(b) the reasons for not providing for this amount in the original estimates?

The Minister of Mines and Oil (Shri K. D. Malaviya): (a) and (b). The cost estimate for Barauni Refinery has not yet been determined. The earth work including inter alia preparation of the refinery site is estimated to cost about Rs. 1.5 crore.

Enquiry into Gauhati Incidents

1943. Shri Ram Krishan Gupta: Will the Minister of **Home Affairs** be pleased to refer to the reply given to starred question No. 744 on the 7th December, 1960 and state:

(a) whether the commissions of Inquiry appointed to enquire into the happenings at Gauhati and other places have submitted reports; and

(b) if so, the details thereof?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) and (b). The two Commission of Inquiry have submitted their reports to the Government of Assam. These reports are under consideration of the State Government and have not yet been made public.

Mineral Development in Punjab

1944. Shri Ram Krishan Gupta: Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether Punjab Government have submitted any scheme for mineral development and setting up of a steel plant in District Mohindergarh during the Third Five Year Plan;

(b) if so, the details thereof; and

(c) the action taken thereon?

The Minister of Mines and Oil (Shri K. D. Malaviya): (a) A scheme submitted by the Punjab Government for the mineral development has been approved under the Third Five Year Plan. No scheme for setting up of a steel plant in District Mohindergarh has been sbmitted by the State Government.

(b) A provision of Rs. 8.50 lakhs has been made in the Plan for this scheme, for the following purposes:—

(Rs. in lakh)

(i) Additional staff for the State Geological Unit	1·50
(ii) Grant of loan to mine-lease holders for the purchase of machinery	1·50
(iii) Construction of link road to mine heads	4·00
(iv) Pruchase of machinery for the State Geological Unit	1·50

In addition, a sum of Rs. 1.50 lakhs is provided as 'Spill-over' in the year 1961-62, for the purchase of machinery for the unit.

(c) Steps are being taken by the State Government to implement the programme envisaged for the year 1961-62.

अवैध शराब की भट्टियां

१९४५. **श्री नवल प्रभाकर** : क्या गृह-कार्य मंत्री यह बताने की कृपा करेंगे कि :

(क) वर्ष १९६० में–दिल्ली में शराब बनाने की कितनी अवैध भट्टियां पकड़ी गईं;

(ख) पकड़े गये अपराधियों में से कितनों को दण्ड दिया गया; और

(ग) अपराधियों को क्या दण्ड दिया गया है ?

गृह-कार्य मंत्रालय में राज्य-मंत्री (श्री दातार) : (क) १२६.

(ख) पकड़े गये १४४ व्यक्तियों में से १० मार्च, १९६१ तक ३२ को दण्ड दिया गया ।

(ग) ६ माह से ९ माह तक की कैद और २०० रुपये से ४०० रुपये तक जुर्माना ।

Shortage of Coke in Punjab

1946. **Shri D. C. Sharma:**
Sardar Iqbal Singh:

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether there is acute shortage of hard coke required by the Foundry Industry in Punjab;

(b) whether Punjab Government have requested the Centre for permission to set up a coke-oven plant; and

(c) whether Government will place broad details of the proposals on the Table?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) There have been temporary shortages at some centres in the Punjab due to difficulties of movement from Bengal Bihar *via* 'Above Moghulsarai'. *Ad hoc* allotments were made in respect of consumers who had reported shortages.

(b) No.

(c) Does not arise.

भारत का सरकारी ऋण

१९४७. **श्री रघुनाथ सिंह** : क्या वित्त मंत्री यह बताने की कृपा करेंगे कि :

(क) इस समय भारत का कुल सरकारी ऋण कितना है;

(ख) इसमें कितना विदेशी ऋण है और इसका कितना ब्याज विदेशी मुद्रा में दिया जाता है तथा कितने ऋण के ब्याज का भुगतान रुपयों में किया जाता है; और

(ग) सरकारी ऋण के ब्याज स्वरूप कितना रुपया प्रति वर्ष दिया जाता है और

वर्ष १९६०–६१ में कितना रुपया दिया जायेगा तथा कितना वर्ष १९५९–६० में दिया गया था ?

वित्त मंत्री (श्री मोरारजी देसाई) : (क) लगभग ४९७१ करोड़ रुपया ।

(ख) विदेशी ऋणों की रकम — लगभग ८२६ करोड़ रुपया ।

विदेशी ऋणों पर विदेशी मुद्रा के रूप में दिये जाने वाले ब्याज की रकम — चालू वर्ष में लगभग २० करोड़ रुपया ।

जिन विदेशी ऋणों पर रुपये के रूप में ब्याज दिया जाता है उनकी रकम — लगभग २८९ करोड़ रुपया ।

(ग) सरकारी ऋण पर दिये जाने वाले ब्याज की रकम हर साल अलग अलग होती है । १९५९–६० में ब्याज के रूप में लगभग १२९ करोड़ रुपया दिया गया और १९६०–६१ में दिये जाने वाले ब्याज का संशोधित अनुमान १४३ करोड़ रुपया है ।

Raw Materials for Steel Plants

1948. **Shri Raghunath Singh:**
Shri Agadi:
Shri Wodeyar:
Shri Sugandhi:
Shri M. B. Thakore:
Shri A. M. Tariq:
Shri K. U. Parmar:
Shri Prakash Vir Shastri:

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) the distances of the sources of raw materials from the present Steel Plants and also those proposed in the Third Plan;

(b) the means of communications which either exist or are proposed over these distances;

(c) how are such means of communications proposed to be developed if they are inadequate to serve the Steel Plants, taking into consideration their future expansion;

(d) what are the relative costs of developing or providing them as may be necessary separately for rail, road and inland water transport;

(e) whether at present the Steel Plants rely solely on rail communication and if so, why other modes of communications have not been developed either in place of the Railways wherever new lines have been laid for the Steel Plants or to supplement them; and

(f) what are the general economics of road and rail communications in such areas as regards the initial cost, the cost of operation and speed?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) to (f). A statement is laid on the Table of the House. [*See* Appendix III, annexure No. 69].

Wire Drawing Industries

1949. **Shri P. C. Borooah**: Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether Government of India have decided to encourage wire drawing industries;

(b) if so, what is the present capacity of the industry;

(c) what capacity is envisaged under the scheme; and

(d) whether the wire drawing material is adequately available?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) to (c). The demand for wire of various kinds has been growing. A panel of experts who examined the position of the industry have estimated that the demand by the end of the Third Five Year Plan is likely to be about 470,000 tons of wire per year. The capacity at present is about 200,000 tons a year. A number of further schemes have been licensed with a capacity of about 140,000 tons a year. Manufacture of wire is, however, amenable to development in small units dispersed over the country. In relaxations

announced in April 1960, manufacture of wire—black or galvanised, plain or barbed-wire nails and wire ropes,—in units employing less than 50 persons and using indigenous equipment, has been authorised to be put up freely. It is expected that the industry will grow and have adequate capacity to meet the demand estimated by the end of the Third Plan.

(d) The raw material for the manufacture of wire is wire rods in the form of coils. At present the production of wire rods within the country is about 125,000 tons. Wire rod has also been imported to bridge the gap between demand and production. A new mill has been put up at the integrated steel works in Burnpur which in full production will be capable of supplying about 100,000 tons of wire rods. Another mill for the manufacture of wire rods is included in the expansions to the steel plant in Bhilai. Existing re-rollers who wish to take up the manufacture of wire rods are being permitted to do so. The results of these steps are beginning to be felt and it is expected that in about a year or two from now the production of wire rods will meet requirements in full.

विदेशी सहायता

१६५०. **श्री प्रकाशवीर शास्त्री** : क्या वित्त मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि आगामी दस वर्षों में भारत इतना आत्म निर्भर हो जायगा कि विदेशी सहायता की आवश्यकता नहीं रहेगी ;

(ख) यदि हां, तो क्या इस संबंध में कोई योजना बनाई गई है ;

(ग) आगामी दस वर्षों में कितना ऋण और प्राप्त होने की आशा है ; और

(घ) अब तक जो ऋण विदेशों से लिया गया है वह कुल मिला कर कितना है तथा उस पर कितना वार्षिक ब्याज देना पड़ता है ?

वित्त मंत्री (श्री मोरारजी देसाई) : (क) यह हमारी आयोजनाओं का स्वीकृत लक्ष्य है ।

(ख) तीसरी पंचवर्षीय आयोजना में लगायी जाने वाली पूंजी इस परिणाम और ढंग से लगायी जायगी कि यह लक्ष्य प्राप्त हो सके ।

(ग) तीसरी पंचवर्षीय आयोजना के लिए २७ अरब रुपये की विदेशी सहायता की आवश्यकता पड़ने का अनुमान है । आयोजना में यह मान लिया गया है कि इतनी सहायता मिल जायगी । चौथी पंचवर्षीय आयोजना के सम्बन्ध में अभी तक ठीक-ठीक अन्दाजा नहीं लगाया गया है ।

(घ) स्वतंत्रता -प्राप्ति के बाद से अब तक मंजूर किये गये ऋणों के लिए नियमित करार किये जा चुके हैं उनकी कुल रकम १७ अरब ५१ करोड़ रुपया है जिन में पी० एल० ४८० और पी० एल० ६६५ सम्बन्धी प्रति रूप निधियों (काउण्टर पार्ट फण्ड) से रुपये के रूप में मिलने वाले ऋण भी शामिल हैं । ब्याज मंजूर की गयी कुल रकमों पर नहीं, बल्कि काम में लायी गयी रकमों पर दिया जाता है । काम में लायी गयी रकमें उन प्रायोजनाओं (प्रोजेक्ट) के लिये जरूरी सामान का आयात होने पर निर्भर हैं जिन के लिये सहायता मंजूर की गयी हो । चूंकि इस आयात के संबंध में पहले से अनुमान नहीं लगाया जा सकता, इसलिए यह अनुमान लगाना भी कठिन है कि अगले कई वर्षों में कितना ब्याज देना पड़ेगा । १६६१-६२ के लिए, ३१ दिसम्बर, १६६० तक काम में लायी गयी सहायता के सम्बन्ध में ब्याज की देनदारी लगभग ३४ करोड़ रुपया आंकी गयी है ।

दिल्ली में विस्फोट

१९५१. **श्री प्रकाशवीर शास्त्री** : क्या **गृह-कार्य** मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि दिल्ली और नई दिल्ली में पटाखों के विस्फोट की ये घटनायें बढ़ रही हैं ;

(ख) पिछले दो वर्षों में ऐसी कुल कितनी घटनायें हुई ; और

(ग) क्या इन घटनाओं में कुछ लोगों को चोटें भी लगी हैं ?

गृह-कार्य मंत्रालय में राज्य मंत्री (श्री दातार) : (क) और (ख). सन् १९५९ में पटाखों के विस्फोट की तीन घटनाएं हुई ; सन् १९६० में पटाखों में चार और चालू वर्ष में ९।

(ग) इन घटनाओं में ३३ व्यक्तियों को चोटें लगी।

Radio Astronomy Station, Delhi

1952. **Shri Raghunath Singh:**
Shri Bibhuti Mishra:

Will the Minister of **Scientific Research and Cultural Affairs** be pleased to state whether it has finally been decided to have a permanent radio astronomy station in Delhi at Mehrauli?

The Minister of Scientific Research and Cultural Affairs (Shri Humayun Kabir): Yes, Sir, but the exact site has not yet been selected.

खम्भात क्षेत्र में तेल नगरी

१९५३. **श्री रघुनाथ सिंह** : क्या **इस्पात, खान और ईंधन** मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या सरकार खम्भात क्षेत्र में एक नई तेल नगरी बनाने की योजना बना रही है ; और

(ख) यदि हां, तो इसका विवरण क्या है ?

खान और तेल मंत्री (श्री के० डी० मालवीय) : (क) तथा (ख). तेल और प्राकृतिक गैस आयोग कैम्बे में अपने कर्मचारी वर्ग के रहने के लिये लगभग २५० क्वार्टरों की एक निवास-योग्य बस्ती निर्माण करने का विचार करता है ।

Production of Ingots in Rourkela Steel Plant

1954. **Shri Sampath:**
Shri P. G. Deb:
Dr. Vijaya Ananda:

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) the total production of ingot steel in Rourkela Steel Plan, month-wise; and

(b) whether maximum production capacity has been reached?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) The gross month wise production of steel ingots in the Rourkela Steel Plant till the end of February 1961 was as follows:—

April, 1959	58
May	2480
June	3038
July	2436
August	1762
September	3880
October	5275
November	5503
December	5317
January, 1960	8812
February	11401
March	17540
April	15625
May	13369
June	14360
July	15360

August	17724
September	11336
October	19571
November	20558
December	21768
January, 1961	27398
February	19470
TOTAL	264,041

(b) No, Sir.

Recreation Centres for Government Employees

1955. Shri D. C. Sharma: Will the Minister of **Home Affairs** be pleased to state:

(a) whether there is any proposal to start clubs for Government officials where they can relax at the end of a weary day;

(b) whether there is also any proposal to build hostels attached to these clubs where bachelor officers can stay at reasonable rates;

(c) if so, the details of the same; and

(d) if not, the steps proposed to be taken in this direction?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) Many such clubs have already been set up in Delhi and Community Halls are also being built.

(b) to (d). It is not proposed to attach any hostels to these clubs but a proposal is separately under consideration to construct two hostels for unmarried officers, one for men and the other for women.

Rise in Sterling Balances

1956. Shri Arjun Singh Bhadauria:
Shri S. A. Mehdi:

Will the Minister of **Finance** be pleased to state:

(a) whether there has been a rise in the sterling balances recently; and

(b) if so, what is the weekly rise from 1st November, 1960 to 15th March, 1961?

The Minister of Finance (Shri Morarji Desai): (a) and (b). The Sterling Balances of the Reserve Bank of India have shown a varying trend but there has been a net rise of Rs. 16.10 crores from the end of October 1960 to the 10th March, 1961 (the last date for which information is available). The weekly change in these balances is indicated below:—

Week ended	Level of Sterling Balances	Week[1] ended	Level of Sterling Balances
			(Rs. in crores)
28-10-60	142·75	6-1-61	147·62
4-11-60	141·28	13-1-61	147·48
11-11-60	141·11	20-1-61	147·43
18-11-60	139·63	27-1-61	147·67
25-11-60	139·97	3-2-61	147·26
2-12-60	151·76	10-2-61	152·48
9-12-60	152·62	17-2-61	157·56
16-12-60	155·11	24-2-61	159·50
23-12-60	155·59	3-3-61	157·30
30-12-60	151·73	10-3-61	158·85

1. The figures are published as for each Friday.

2 Includes Rs. 14·18 crores (DM 125.1 million) received from West Germany.

Display of Obscene Posters

1957. Shri Ram Saran: Will the Minister of **Home Affairs** be pleased to state:

(a) what steps Government have taken with regard to display of obscene posters in public places specially in the Union Territories;

(b) the results so far obtained for such steps; and

(c) what do Government propose to do in the matter on a long range policy?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a)

and (b). Public exhibition or circulation in any manner of any obscene object is an offence punishable under Section 292 of the Indian Penal Code which is applicable throughout the country. There is no special problem in the Union Territories as distinct from the States.

(c) Does not arise.

Wealth and Income Taxes

1958. Shri Kalika Singh: Will the Minister of **Finance** be pleased to state:

(a) the number of tax-payers who pay more than hundred per cent of their income by way of Wealth and income taxes;

(b) the approximate percentage of the number of such tax-payers to the total number of tax-payers; and

(c) the percentage in terms of valuation of the amount of taxes which is in excess of hundred per cent of the incomes to the total amount of aforesaid taxes?

The Minister of Finance (Shri Morarji Desai): (a) to (c). The information is not readily available. It is being collected and will be laid on the Table of the House as soon as possible.

Pay Scales of Civilian Officers in Ordnance Establishments

1959. Shri S. M. Banerjee: Will the Minister of **Defence** be pleased to state:

(a) whether new pay scales for civilian officers in Ordnance Establishments including those working in Directorate General of Ordnance Factories have now been finalised;

(b) if not, the reasons for the delay; and

(c) the steps taken to expedite finalisation?

The Minister of Defence (Shri Krishna Menon): (a) to (c). Proposals for the reorganisation of the Cadre of the Indian Ordnance Factories Service and for improved pay scales for officers in the Directorate General of Ordnance Factories are under active consideration. Every effort is being made to expedite a decision.

Government Employees on Study Leave Abroad

1960. Shri D. C. Sharma: Will the Minister of **Finance** be pleased to state:

(a) what is the number of Central Government Employees who are away to U.S.A. and U.K. (separately) on study leave; and

(b) how many of them have gone on their own expenses but on leave as may be due to them?

The Minister of Finance (Shri Morarji Desai): (a) and (b). The information is being collected and will be placed on the Table of the Sabha as soon as it becomes available.

Grade IV Employees

1961. Shri D. C. Sharma: Will the Minister of **Home Affairs** be pleased to state:

(a) what criteria have been adopted during the years 1955 and onwards for fixing seniority in Grade IV of the Central Secretariat Service;

(b) on what basis the persons who were not in Government service on 1st January, 1958 have been placed senior to those who were holding substantive posts on that date in the recently published civil list of Grade IV of the Central Secretariat Service;

(c) whether Government are aware that modification of the principle of seniority has created a lot of disappointment among a large section of affected persons who have been working in that grade for more than 7 years because of having been declared junior to those persons who joined service as late as more than 7 years later; and

(d) if so, what steps Government propose to take to mitigate those hardships?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) to (d). A statement indicating the position is laid on the Table. [*See* Appendix III, annexure No. 70].

Stainless Steel Quota for Jammu and Kashmir

1962. Shri A. M. Tariq: Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) the number of persons who have been allotted the quota of stainless steel in Jammu Industrial Estate during 1959-60 and 1960-61 so far;

(b) whether these persons have been able to utilise the quota sanctioned to them; and

(c) if not, how that sanctioned quota has been utilised otherwise?

The Minister of Steel, Mines and Fuel (Sardar Swaran Singh): (a) Two.

(b) and (c). 52 tons of stainless steel sheets have been released in favour of these firms and the allottees have lifted all the material. The material has been allotted on the recommendation of the Director of Industries and Commerce, Government of Jammu and Kashmir, and these industries are under his administrative control. It is for State authorities to ensure that materials received by the above units are properly utilised. We have no information about the actual utilisation of steel by various parties.

Hindi Encyclopaedia

1963. Shri D. C. Sharma:
Shri Jagdish Awasthi:
Shri Assar:

Will the Minister of **Education** be pleased to state:

(a) whether he has suggested that Roman numerals be used in the Hindi Encyclopaedia being brought out by the Kashi Nagari Parcharini Sabha;

(b) whether this suggestion has been opposed by a large section of the public; and

(c) if so, the reaction of Government thereto?

The Minister of Education (Dr. K. L. Shrimali): (a) The Nagari Pracharini Sabha, Varanasi has been directed to use international numerals only in respect of technical articles and chemical formulae in the Hindi Encyclopaedia.

(b) and (c). No, Sir. A few criticisms have, however, appeared in the Press and they are being examined.

Child Welfare Programme

1964. Shri P. C. Borooah: Will the Minister of **Education** be pleased to state:

(a) the amount spent on Child Welfare Programme during each of the years during the Second Five Year Plan;

(b) how much has been allocated for these programmes for the Third Five Year Plan period; and

(c) how many voluntary organisations are at present in the field of child welfare in the country?

The Minister of Education (Dr. K. L. Shrimali): (a) to (c). The requisite information is being collected. It will be laid on the Table of the Sabha as soon as possible.

Terminal Tax on Railway Passengers

1965. Shri P. C. Borooah: Will the Minister of **Finance** be pleased to state:

(a) whether there has been a proposal to levy a terminal tax on railway passengers;

(b) if so, whether Government do not consider it to be advisable and why;

(c) what was the rate of the proposed levy; and

(d) what additional yearly revenues were expected from this levy?

The Minister of Finance (Shri Morarji Desai): (a) and (b). A recommendation of the Taxation Enquiry Commission 1953-54 to levy a terminal tax on railway passengers was not processed because of the tax on railway fares levied in 1957.

(c) and (d). The Taxation Enquiry Commission recommended that a low rate on long distance passengers, travelling a distance of 150 miles and over might be levied in cities with a population of over 5 lakhs and that the realised amount might be distributed among the local authorities. It is unlikely that the share of any local authority would have exceeded a few thousand rupees.

हिन्दी में नियम संहितायें

१९६६. **श्री प्रकाशवीर शास्त्री** : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) भारत सरकार के सब मंत्रालयों और विभागों की अपरिनियत नियम-संहिताओं और साहित्य का हिन्दी अनुवाद करने में केन्द्रीय हिन्दी निदेशालय द्वारा अब तक क्या प्रगति की गई है और

(ख) यह कार्य कब तक पूरा होने की आशा है ?

शिक्षा मंत्री (डा० का० ला० श्रीमाली): (क) पहले २१ असाविधिक नियम-पुस्तकों, नियमावलियों आदि, और २५० फार्मों का हिन्दी में अनुवाद करने का काम शुरू किया गया है । इन में से १० नियम पुस्तकों और १९९ फार्मों का अनुवाद हो चुका है । शेष नियम-पुस्तकों, फार्मों आदि के अनुवाद का काम जारी है ।

(ख) वर्तमान अनुमान के अनुसार नियम पुस्तकों और अन्य नियमावलियों के ८४,००० पृष्ठों का अनुवाद हिन्दी में करना होगा । इस मंत्रालय को सौंपे गये इस अनुवाद कार्य के अधिकतर अंश को समाप्त करने की अंतिम लक्ष्य तिथि अप्रैल, १९६३ है ।

हिन्दी में पत्र

१९६७. **श्री प्रकाशवीर शास्त्री** : क्या गृह-कार्य मंत्री यह बताने की कृपा करेंगे कि :

(क) भारत सरकार के विभिन्न मंत्रालयों और उन के संलग्न कार्यालयों में वर्ष १९६० की दूसरी छमाही में हिन्दी में कुल कितने पत्र प्राप्त हुए ;

(ख) उन में से कितने पत्रों के उत्तर हिन्दी में और कितने पत्रों के उत्तर अंग्रेजी में दिये गये ; और

(ग) क्या हिन्दी में प्राप्त होने वाले सभी पत्रों के उत्तर हिन्दी में देने का प्रबन्ध कर दिया गया है ?

गृह-कार्य मंत्रालय में राज्य-मंत्री (श्री दातार) : (क) और (ख): सूचना इकट्ठी की जा रही है, और यथा-समय लोक सभा की मेज पर रख दी जाएगी ।

(ग) यह प्रयत्न किया जा रहा है कि जनता से प्राप्त हुए सभी हिन्दी पत्रों का उत्तर हिन्दी में ही दिया जाए ।

C.I. Sheets

1968. Shri L. Achaw Singh: Will the Minister of **Home Affairs** be pleased to state:

(a) whether it is a fact that there has been a misuse of C.I. Sheets issued for subsidised housing scheme for tribals under the backward classes scheme in Manipur; and

(b) if so, whether specific cases of irregularities and misuse have been

reported and any action taken on these?

The Deputy Minister of Home Affairs (Shrimati Alva): (a) and (b). The information is being collected from the Administration and will be laid on the Table of the House as soon as it is received.

Recognition of Service of Loyal Government Employees during General Strike

1969. Shri Kumbhar: Will the Minister of **Home Affairs** be pleased to state:

(a) whether the Central Government have given recognition to those Government employees who rendered meritorious and loyal service during the period of the last general strike; and

(b) if so, the nature and manner of the recognition?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) Yes.

(b) A suitable entry has been made in the character rolls of those employees who remained at their posts even though other employees in the same establishment had gone on strike. Selected class III and class IV employees who remained at their posts loyally in difficult circumstances or who displayed conspicuous devotion to duty have been granted suitable monetary rewards.

Expenditure on Prisoners in Assam Jails

1970. Shri L. Achaw Singh: Will the Minister of **Home Affairs** be pleased to refer to the reply given to Unstarred Question No. 2337 on the 23rd December, 1960 and state:

(a) whether the Government of Assam have communicated the information regarding the expenditure incurred on the maintenance of the prisoners in Assam jails; and

(b) if so, the expenditure figure for the same?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) and (b). The Government of Assam have so far raised a debit of Rs. 102.83 nP. (Rupees one hundred and two and eighty-three Naye Paise only) and it has been accepted by the Manipur Administration. Further debits are likely to be raised by the State Government. The total expenditure involved can only be indicated after the Assam Government have communicated the full expenditure incurred by them in this connection.

Census in Naga Areas of Manipur

1972. Shri L. Achaw Singh: Will the Minister of **Home Affairs** be pleased to state whether regular census work has been carried on in the Naga areas of Manipur where disturbed conditions prevailed?

The Deputy Minister of Home Affairs (Shrimati Alva): Yes, except in a small pocket in Tamenglong Sub-Division where the Census work had to be suspended owing to hostile interference, but it is expected to be resumed shortly.

S.C. & S.T. In Jammu and Kashmir

1973. Shaikh Mohammad Akbar: Will the Minister of **Home Affairs** be pleased to state the amount spent by the Government of India for welfare of Scheduled Castes and other backward classes in the State of Jammu and Kashmir during the Second Five Year Plan period and what amount is proposed to be spent during the Third Five Year Plan period?

The Deputy Minister of Home Affairs (Shrimati Alva): Since the beginning of the Second Five Year Plan period, upto the end of December, 1960, the Government of Jammu and Kashmir have incurred an expenditure of Rs. 24.76 lakhs on the schemes for the welfare of Scheduled Casts and Other Backward Classes, out of which the amount spent by the Government of India, by way of Central assistance, is Rs. 13.15 lakhs. For the Third Five Year Plan the total provision of Rs. 26.00 lakhs has

been approved for schemes for the welfare of Scheduled Castes and Other Backward Classes and the actual expenditure will be shared equally by the Government of India and the State Government for State Sector schemes and fully borne by the Government of India for the Central Sector schemes.

Rehabilitation of Denotified Tribes in Madhya Pradesh

1974. Shri D. C. Sharma: Will the Minister of **Home Affairs** be pleased to state:

(a) whether a scheme for the rehabilitation of denotified tribes in Vidisha district of Madhya Pradesh has been sponsored by Government; and

(b) if so, the details of the same?

The Deputy Minister of Home Affairs (Shrimati Alva): (a) and (b). The information has been called for from the State Government and will be laid on the Table of the House after it is received.

Model Rules in M.E.S.

1975. Dr. Melkote: Will the Minister of **Defence** be pleased to state:

(a) the number of civilian doctors rendered surplus after the introduction of M.E.S. Model Rules in Military Engineering Service Department in 1959;

(b) whether the civilian doctors who were thus rendered surplus were adjusted against deficiencies of similar posts existing then elsewhere in the Defence Installations;

(c) if not, the reasons therefor; and

(d) whether it is a fact that while rendering civilian doctors surplus as above juniors have been still retained in service whereas senior quasi-permanent civilian doctors have been discharged from service and, if so, the reasons therefor?

The Minister of Defence (Shri Krishna Menon): (a) One.

(b) and (c). The vacant posts of civilian doctors in the Defence Installations which were available at the time the doctor in question was rendered surplus to the Military Engineering Service had, under rules, to be filled by direct recruitment, and had been released to the Employment Exchanges.

(d) The doctor in question was specifically recruited for projects under the Garrison Engineer Projects Division, Ambala and continued to serve till his services were terminated on completion of these projects by giving him due notice of three months, under the appropriate rules, as he was a quasi-permanent employee. His seniority *vis-a-vis* other civilian doctors in the Defence Installations was, therefore, not relevant.

Grant of Educational Stipends to Children of Political Sufferers in Orissa

1976. Shri Chintamoni Panigrahi: Will the Minister of **Education** be pleased to state:

(a) whether Government have sanctioned its contribution to Orissa Government for implementing the scheme for the grant of educational stipends and scholarships to the children of political sufferers in Orissa in 1960-61 and 1961-62;

(b) if so, how much amount;

(c) the number of children of political sufferers in Orissa getting scholarships and stipends now under this scheme; and

(d) the district-wise figures of them?

The Minister of Education (Dr. K. L. Shrimali): (a) and (b). No amount has so far been sanctioned for the years 1960-61 and 1961-62 because Government of India grant is sanctioned when a statement of actual expenditure incurred has been received.

(c) and (d). The scheme was given effect to in Orissa State from the year 1959-60, and as per information

received from the State Government of Orissa, the number of children of political sufferers district-wise who were given stipends and lump grants during that year is given below:—

Sl. No.	Name of the District	Number recipients
1.	Balasore	30
2.	Cuttack	24
3.	Dhenkanal	8
4.	Ganjam	5
5.	Keonjhar	1
6.	Koraput	1
7.	Mayurbhanj	1
8.	Puri	13
9.	Sambalpur	4
	TOTAL	87

The State Government has also intimated that the number of receipients during the current year (1960-61) has not been finalised.

Sub-Registrar at Kailasahar (Tripura)

1977. Shri Bangshi Thakur: Will the Minister of **Home Affairs** be pleased to state:

(a) whether it is a fact that for want of sub-registrar the people of Kailasahar in Tripura have been suffering much;

(b) whether it is a fact that the sub-treasury (Treasury) Officer of Kailasahar is acting as Sub-registrar in addition to his own duty; and

(c) if so, whether Government intend to depute a Sub-registrar at Kailasahar?

The Minister of Commerce and Industry (Shri Lal Bahadur Shastri): (a) to (c). The information is being collected and will be laid on the Table.

Lost of Children in Delhi

1978. Shri Ram Garib: Will the Minister of **Home Affairs** be pleased to state:

(a) how many boys and girls have been reported lost/or have left their houses without any trace so far from Delhi/New Delhi during the months of January and February 1961 of the following age groups;

(i) between 3 and 11 years; and

(ii) between 11 and 19 years;

(b) the number of persons who have so far been found out and restored to their parents; and

(c) what action is being taken by police to recover the rest of the missing children?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) No. of boys and girls lost

	January 1961		February 1961	
	Boys	Girls	Boys	Girls
(i) between 3 and 11 years	153	96	53	25
(ii) between 11 and 19 years	52	8	50	1

(b) 409 out of 438.

(c) The Missing Persons Squad of the Crime Branch of the Delhi CID continues to make vigorous enquiries. All police stations and police posts in Delhi have been specially alerted and the particulars of the missing children have been published in the Daily Crime News Bulletin. Their photographs, where available have also been published in the Delhi Criminal Intelligence Gazette. Enquiries are being made from places likely to be visited by the children.

Unauthorised Cultivation of Tobacco in Punjab

1979. Shri Ram Garib: Will the Minister of **Finance** be pleased to refer to the reply given to Unstarred Question No. 231 on the 3rd August, 1960 and state:

(a) whether the cases referred to in the answer have been detected and, if so, what penalties have been imposed on each offender and what were the estimates of crops in each case;

(b) whether any duty was charged from the offenders, and, if so, at what rate from each offender; and

(c) whether any of these offenders had been brought to book before 1960 i.e. during 1959 for the same offences and, if so, what are their particulars?

The Minister of Finance (Shri Morarji Desai): (a) The cases referred to in the answer to Unstarred Question No. 231 on the 3rd August, 1960 had been detected by the Central Excise staff. The following were the estimates of tobacco yield and penalties imposed in each case:—

S. No.	District.	Estimated yield in each case.	Penalty imposed in each case.
1	2	3	4
		(in lbs.)	(in rupees)
	Gurdaspur		
1.		184	5
2.		80	5
3.		112	5
4.		2400	20
5.		1000	15
6.		180	5
	Kangra		
7.		80	20

(b) The Central Excise duty was charged from all the offenders at the rate of 47 naye paise (basic) and 3 naye paise (additional) per lb. of tobacco.

(c) No, Sir. The latter part does not arise.

Copper Deposits near Manmad

1980. { Shri Pangarkar: / Shri G. K. Jedhe:

Will the Minister of **Steel, Mines and Fuel** be pleased to state:

(a) whether it is a fact that copper deposits have been found near Rankhede village 25 miles away from Manmad in Nasik district of Maharashtra; and

(b) if so, the details thereof?

The Minister of Mines and Oil (Shri K. D. Malaviya): (a) The Government of India is not aware of any such find.

(b) Does not arise.

Firing by Naga Hostiles on Running Train

1982. Shrimati Mafida Ahmed: Will the Minister of **Defence** be pleased to state:

(a) whether it is a fact that two soldiers were injured in a running train on 10th February, 1961 by firing of Naga Hostiles; and

(b) if so, the facts thereof?

The Deputy Minister of Defence (Sardar Majithia): (a) and (b). On 14th February, 1961, two Other Ranks were wounded as a result of firing by hostiles on a special train carrying Army personnel.

No such incident took place on 10th February, 1961.

Dearness Allowance to Life Insurance Corporation Employees

1983. { Shri P. C. Borooah: / Shri S. M. Banerjee:

Will the Minister of **Finance** be pleased to state:

(a) whether the Life Insurance Corporation has decided to give more dearness allowance to its employees;

(b) if so, to what extent;

(c) what categories of staff will be benefited by this increase; and

(d) from what date the decision will apply?

The Minister of Finance (Shri Morarji Desai): (a) to (d). According to a provisional agreement arrived at on 6th March, 1961 between the Life Insurance Corporation and its Employees Unions *i.e.* The All India Life Insurance Employees Association and the All India Insurance Employees Association, Class III and Class IV Employees of the Life Insurance Corporation will get a flat increase of Rs. 15 p.m. in the Dearness Allowance with effect from 1st April, 1960.

Uplift of S.C. and S.T. in Madras State

1984. Shri Elayaperumal: Will the Minister of **Home Affairs** be pleased to state:

(a) what amount was allotted to Madras State Government from the Central Government for the uplift of Scheduled Castes during the Second Plan period;

(b) if so, what amount was spent so far; and

(c) if not, what are the reasons?

The Deputy Minister of Home Affairs (Shrimati Alva): (a) and (b). The required information is given below:—

(Rs. in lakhs)

(Rs. in laksh)

Amount allotted in the Second Plan			Expenditure incurred upto 31st December 1960		
State Sector	Central Sector	Total	State Sector	Central Sector	Total
*353·10	81·16	434·26	*252·90	71·83	324·73

*Includes State Government's share of 50 per cent of the expenditure.

(c) Does not arise.

Relief of Educated Unemployment in Madras

1985. Shri Elayaperumal: Will the Minister of **Education** be pleased to state:

(a) the number of new teachers allotted to the Madras State Government during 1960-61 so far under the scheme of relief of educated unemployment and expansion of primary education; and

(b) the amount allotted to the Madras Government during 1960-61 for this purpose?

The Minister of Education (Dr. K. L. Shrimali): (a) 1,500 teachers.

(b) Rs. 39.52 lakhs.

Basic Education in Madras

1986. Shri Elayaperumal: Will the Minister of **Education** be pleased to state:

(a) what amount was allotted to Madras State for promotion of basic education during the Second Five Year Plan period; and

(b) the amount utilised so far for this purpose during the Second Five Year Plan period by the State Government?

The Minister of Education (Dr. K. L. Shrimali): (a) The Government of India does not earmark Central assistance to State Governments for their schemes of Second Plan, scheme-wise. It is for the State Governments to draw up their own State Annual Development Programmes within the over-all ceiling for the entire Plan period, and the Central assistance at the rate of 60 per cent of the approved expenditure is admissible to the State Governments for the schemes of Basic Education included therein.

2. Following grants were sanctioned to Madras for promotion of Basic Education during 1956-57 and 1957-58 under the Second Five Year Plan:

1956-57: Rs. 3.78 lakhs
1957-58: Rs. 6.69 lakhs

3. Grants for 1958-59 and 1959-60 were sanctioned sector-wise, i.e., "Elementary Education", "Secondary Education", "University Education" and "Other Schemes" and not for individual schemes separately. In 1960-61, grants are being given for "Education" as a whole. It is, therefore, not possible to give separate figures for "Basic Education" from 1958-59 onwards.

(b):

1956-57: Rs. 3.78 lakhs
1957-58: Rs. 6.69 lakhs

As explained above, it is not possible to give this information in respect of the remaining years of the Second Plan.

Land in Orissa

1987. **Shri Kumbhar:** Will the Minister of **Home Affairs** be pleased to state:

(a) whether there was a proposal under consideration of Orissa State since 1956 for conversion of the cultivated service lands (Chakran land) allotted to the village Chaukidars and Jhankars for their services under the State into permanent ryotwari lands in their names;

(b) if so, the nature of conversion of these service lands into ryotwari lands;

(c) the nature of steps being taken so far on this proposal; and

(d) the causes of long delay in the disposal of this proposal?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) and (b). A Chowkidari Inquiry Committee was appointed by the Government of Orissa in Janurary 1956 to examine the question of the rural police organisation. In its report submitted in November 1957, the Committee recommended that the Jagir system of remunerating chowkidar should be abolished and that the jagir lands held by them should be resumed and assessed to rent.

(c) The recommendations are still under consideration.

(d) The recommendation involves a complete reorganisation of the existing system of police administration in rural areas. The financial, administrative and other implications of the proposal as well as the question of undertaking suitable legislation on the subject are being examined.

"Teddy Boy" Behaviour in Lajpat Nagar

1988. **Shri D. C. Sharma:** Will the Minister of **Home Affairs** be pleased to state:

(a) whether it is a fact that an outbreak of "Teddy Boy" behaviour in Lajpat Nagar, New Delhi, has presented the police with a new sort of problem; and

(b) if so, the steps taken or proposed to be taken in the matter?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) No.

(b) The question does not arise.

केन्द्रीय शिक्षा संस्था में हिन्दी

१९८९. श्री जगदीश अवस्थी : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) केन्द्रीय शिक्षा संस्था में हिन्दी भाषा को प्रोत्साहन देने के लिए क्या ठोस कदम उठाये गये हैं ;

(ख) गत तीन वर्षों में पुस्तकों के प्रकाशन और संस्था के लिए पुस्तकें खरीदने पर कितना व्यय हुआ ;

(ग) क्या हिन्दी को शिक्षा का माध्यम बनाने की कोई योजना है ; और

(घ) यदि हां, तो उसका ब्यौरा क्या है ?

शिक्षा मंत्री (डा० का० ला० श्रीमाली)

(क) बी० एड० कक्षा में जो विषय पढ़ाये जाते हैं उन में एक विषय हिन्दी पढ़ाने की विधि भी है। संस्थान में एक हिन्दी साहित्य समाज और एक हिन्दी नाट्य मंडली भी है।

(ख) ३,०६० रुपये।

(ग) और (घ). केन्द्रीय शिक्षा संस्थान दिल्ली विश्वविद्यालय का एक अंगीभूत कालेज है और उसे विश्वविद्यालय से तालमेल रखते हुए काम करना पड़ता है। इसलिए विश्वविद्यालय में दूसरे पाठ्यक्रमों के लिए जिस गति से हिन्दी को शिक्षा का माध्यम बनाया जायगा उस पर ही संस्थान में हिन्दी को शिक्षा का माध्यम बनाना निर्भर होगा।

प्रयोगात्मक नर्सरी में अनुसंधान

१९९०. **श्री जगदीश अवस्थी** क्या **शिक्षा** मंत्री यह बताने की कृपा करेंगे कि :

(क) केन्द्रीय शिक्षा संस्था के अधीन प्रयोगात्मक नर्सरी और बुनियादी शिक्षा में पिछले तीन वर्षों में क्या क्या अनुसन्धान किये गये हैं और उन से क्या लाभ होने की संभावना है ; और

(ख) पिछले तीन वर्षों में उन पर कितना व्यय हुआ है ?

शिक्षा मंत्री (डा० का० ला० श्रीमाली): (क) निम्नलिखित विषयों का अध्ययन किया गया है :

(१) बच्चों को समाज के अनुकूल बनाने के लिए प्रारंभिक कार्य ;

(२) भौतिक कारणों के संबंध में बच्चों की व्याख्या का गुणात्मक विश्लेषण ;

(३) केन्द्रीय शिक्षा संस्थान बुनियादी स्कूल के बच्चों की योग्यता का दिल्ली के दूसरे स्कूलों के बच्चों की योग्यता से तुलना ; और

(४) व्यक्तिगत दैनिक समस्याओं का हल मालूम करने के लिए विविध प्रकार की छोटी कार्य अनुसन्धान प्रायोजनाएं। इन से बालक के विकास की प्रक्रियाओं को समझने में अध्यापकों को सहायता मिलेगी ;

(ख) प्रकाशन पर, १,८९४ रुपये।

Compensatory Allowance to Government Employees in Hill Areas

1991. **Shri S. N. Ramaul:**
Shri Achar:

Will the Minister of **Home Affairs** be pleased to state:

(a) whether there is any scheme under contemplation of Government to rationalize and extend the benefit of compensatory allowance to Government employees stationed in all the hilly areas of Himachal Pradesh to bring them at par with those serving in the adjoining areas of the Punjab State;

(b) if so, whether it has been finalised; and

(c) what new areas have been brought within the scope of this benefit?

The Minister of State in the Ministry of Home Affairs (Shri Datar): (a) to (c). The rates of compensatory allowances admissible to employees of the Himachal Pradesh Administration serving in the Chini and Pangi areas have already been revised and brought on a par with those admissible to employees of the Punjab Government serving in Lahaul and Spiti. The question of rationalising the rates of compensatory allowances admissible in certain other areas and of making necessary adjustments in the areas where the allowance is admissible, is under consideration.

RE QUESTION OF PRIVILEGE

12 hrs.

Shri Hem Barua (Gauhati): Sir, just a clarification, Sir.

Mr. Speaker: I am not allowing it. No, I have already allowed him two or three questions.

Shri Hem Barua: I want a ruling on a different point, Sir. It does not concern the Question Hour. I want a clarification on a different matter. When a Minister makes a statement and then rather tries to deny an opportunity of knowing the actual position about several things, does it amount to a question of privilege or not? (*Interruptions*).

Shri Raghunath Singh (Varanasi): What is the point of order?

Shri Hem Barua: I submitted a privilege motion on Shri Malaviya's answer in relation to Rudrasagar Oil Well....

Mr. Speaker: I do not know how to control the hon. Member. He says that when a Minister makes a mistake in his statement, according to him, it is a question of privilege. I must look into it. I have held repeatedly that no question of privilege arises whenever a Minister makes a statement. I have already told him that we have to send it to the Minister and it should be brought to his notice. If he thinks that the statement he made is wrong he will correct it. If he still feels that he was right, we leave it there. There is no question of privilege arising there. I have already told Shri Hem Barua that this is the rule that we have adopted. But Shri Hem Barua wants to take it up as a motion of privilege. I have told him that I will give formal notice to the hon. Minister. Let us hear him also. I do not know why the hon. Member gets highly impatient. I am afraid excitement is quite unnecessary on this question. (*Interruption*).

Shri Hem Barua rose—

Mr. Speaker: Order, order. It is impossible for the hon. Member to follow any other; and no other person can follow him. In the case of a similar question raised by the hon. Member Shri Siva Raj sometime ago, I said that the matter was being referred to the Minister. With respect to the point raised by Shri Hem Barua now, let us hear the hon. Minister. I am willing to be convinced that this is a matter of privilege. But let us see.

श्री विभूति मिश्र (बगहा) : अध्यक्ष महोदय, क्वेश्चन नम्बर ६६६ बहुत इम्पार्टेंट है। इसको ले लिया जाय।

अध्यक्ष महोदय : नहीं जी ।

Papers to be laid on the Table.

श्री विभूति मिश्र : अध्यक्ष महोदय . . .

Mr. Speaker: I am not going to allow that. Hon. Members must give me notice before the Question Hour is over, and not after the Question Hour is over, in which case I would have put off some of the other questions.

श्री विभूति मिश्र : मैं सोचता था कि यह आ जाएगा लेकिन आया नहीं यह बहुत इम्पार्टेंट सवाल है और मैं समझता हूं कि सभी मैम्बर साहिबान इस सवाल में इंटिरेस्टिड हैं।

अध्यक्ष महोदय : ठीक है लेकिन अब इसको नहीं लिया जा सकता है ।

12.04 hrs.

PAPERS LAID ON THE TABLE

AUDITED ACCOUNTS OF REHABILITATION FINANCE ADMINISTRATION

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): Sir, on behalf of Dr. B. Gopala Reddi, I

[Shrimati Tarkeshwari Sinha]

beg to lay on the Table a copy of Accounts of the Rehabilitation Finance Administration for the year ended the 31st December, 1958 along with the Audit Report thereon, under sub-section (4) of Section 16 of the Rehabilitation Finance Administration Act, 1948. [*Placed in Library. See* No. LT-2753/61].

12.05½ hrs.

MESSAGES FROM RAJYA SABHA

Secretary: Sir, I have to report the following messages received from the Secretary of Rajya Sabha:—

(i) "In accordance with the provisions of sub-rule (6) of rule 162 of the Rules of Procedure and Conduct of Business in the Rajya Sabha, I am directed to return herewith the Appropriation (Railways) Bill, 1961, which was passed by the Lok Sabha at its sitting held on the 10th March, 1961, and transmitted to the Rajya Sabha for its recommendations and to state that this House has no recommendations to make to the Lok Sabha in regard to the said Bill."

(ii) "In accordance with the provisions of sub-rule (6) of rule 162 of the Rules of Procedure and Conduct of Business in the Rajya Sabha, I am directed to return herewith the Appropriation (Railways) No. 2 Bill, 1961, which was passed by the Lok Sabha at its sitting held on the 14th March, 1961, and transmitted to the Rajya Sabha for its recommendations and to state that this House has no recommendations to make to the Lok Sabha in regard to the said Bill."

(iii) In accordance with the provisions of rule 125 of the Rules of Procedure and Conduct of Business in the Rajya Sabha, I am directed to inform the Lok Sabha that the Rajya Sabha, at its sitting held on the 16th March, 1961, agreed without any amendment to the Banking Companies (Amendment) Bill, 1961, which was passes by the Lok Sabha at its sitting held on the 6th March, 1961."

12.05½ hrs.

PRESIDENT'S ASSENT TO BILL

Secretary: Sir, I lay on the Table the Appropriation Bill, 1961 passed by the Houses of Parliament during the current Session and assented to by the President since a report was last made to the House on the 14th February, 1961.

12.06 hrs.

STATEMENT *RE*: AIR CRASH NEAR TAMBARAM

The Minister of Defence (Shri Krishna Menon): Mr. Speaker, Sir, Government deeply regret to have to inform the House that an Indian Air Force HARVARD aircraft which is part of the complement of the Madras Auxiliary Air Force Squadron stationed at Tambaram crashed in the course of a training flight, 40 miles south of Tambaram on the 12th of March, 1961. The aircraft was piloted by Flying Officer Ganesan of the Auxiliary Air Force, Flying Officer Ramrohan also of the Auxiliary Air Force was the other pilot.

A Court of Inquiry has been ordered. While no final findings with regard to the cause of the mishap or the full circumstances can now be stated, the facts as at present known warrant the belief that the aircraft developed engine trouble a short while before the accident. Only detailed investigation by the Court of

Inquiry appointed for the purpose will disclose the full facts. Before taking off, the aircraft had undergone all the necessary tests and inspections according to usual practice.

It must have become clear to the crew soon after the trouble was noticed that the aircraft could not maintain its height. Flying Officer Ganesan ordered the other pilot, Flying Officer Rammohan to bale out, and the latter landed by parachute uninjured.

The Captain of the aircraft, Flying Officer Ganesan, concerned about the safety of the villagers below—which was an inhabited area—made every possible effort to steer his aircraft away to avoid the civil population. He succeeded in doing so by not baling out and risking his own life in the best traditions of the Indian Air Force. The aircraft landed in a cashew-nut grove thereby avoiding the villagers but causing fatal injuries to the Pilot. He was picked up severally wounded in the head but still alive. The neighbouring villagers who saw the crash soon arrived on the scene and saw the Flying Officer with his injuries. The Flying Officer seems to have inquired whether any one in the village was hurt. After he had been told that there were no casualties and that the other airman had been seen landing safely, he collapsed and died.

Flying Officer Ganesan died like a gallant officer in the prompt performance of his duties knowing very well the almost certain risk to his life in the effort he made to steer the aircraft away from the village areas. The Auxiliary Air Force has lost a gallant and able Pilot and the Indian Air Force a promising young recruit or reservist. Flying Officer Ganesan was extremely well thought of by his colleagues and showed marked qualities of leadership. He is survived by his father, who is also a public servant. Flying Officer Ganesan's life ended at the very young age of 25 years but he has left with the Auxiliary Air Force a record of which it can justly be proud and in the best traditions of the Indian Air Force itself.

Government feel sure that the House will want the appreciation of this Officer's gallantry and his devotion to duty to be expressed in the House, more particularly as Flying Officer Ganesan was a volunteer who joined the Auxiliary Air Force so that he could have served his country when the occasion called for his services.

Mr. Speaker: I am sure the House greatly appreciates the gallantry of Flying Officer Ganesan who risked his life to save the lives of many of the villagers there. He died while on duty. The House expresses its deep sense of sorrow and appreciates the gallantry of this Officer and sends its condolences to the members of the bereaved family.

12.10 hrs.

INSURANCE (AMENDMENT) BIIL—*contd.*

Mr. Speaker The House will now take up further consideration of the following motion moved by Shrimati Tarkeshwari Sinha on the 17th March, 1961, namely:—

> "That the Bill further to amend the Insurance Act, 1938, be taken into consideration."

Shrimati Tarkeshwari Sinha may continue her speech.

The Deputy Minister of Finance (Shrimati Tarkeshwari Sinha): The other day I was explaining to the House that it is a great loss to our country when the Indian insurance business is re-insured with foreign companies. We lose foreign exchange on this because a large amount of business is transferred every year to the foreign companies, the amount which is re-insured with the foreign companies. We lose income-tax on

[Shrimati Tarkeshwari Sinha]

that also because they do not pay taxes to the Indian Government; they pay taxes to their own Government. These have been the reasons why the Government thought it wise to bring this Bill. The House will readily agree with me that it will be a great advantage to the country if the handling of reinsurance is done inside the country and it should be encouraged as much as possible.

12.12 hrs.

[MR. DEPUTY-SPEAKER *in the Chair*]

We find that there is sometimes mutual distrust and suspicion between one insurance company operating directly in India and another and so it hesitates to give some portion of its insurance business to another company. The fear is that if a company gives some of its business by way of re-insurance to another company, also operating here directly, then during the course of a short time, the second company may manage to get the whole of the business directly from the client. This fear, rightly or wrongly, exists. Because of this fear, re-insurance business between directly operating companies takes place only to a limited extent. On the other hand, if there is definitely and specifically a reinsurance company, that is to say, a company which will not issue any direct policy but will only take reinsurance from the insurance companies, there is no reason why the directly operating companies should have any distrust or suspicion of such a company. In fact this position was realised by the Government some years ago and a reinsurance company called the India Reinsurance Corporation was brought into existence and it is functioning since 1957. Government used its good offices in this connection and played a great part in persuading most of the companies operating in India—Indian as well as non Indian—to enter into a voluntary agreement with this reinsurance company so that each company gives by way of reinsurance 5 to 10 per cent of its business. I believe that this company is on a stable footing now because of the business which is assured to it, year after year. After the lapse of three years and in view of the vast potential for expansion of general insurance business in our country, it was felt that the time had come for another reinsurance company to come on the stage. Therefore, since 1960, there is another reinsurance company in operation, namely, the Indian Guarantee and General Insurance Company, a subsidiary of the Life Insurance Corporation. Efforts were made on the lines as before to persuade the insurance companies operating in India to give the second reinsurance company a similar share of business as they are giving to the first one on a voluntary basis. I am sorry to observe that this move did not meet with the success which the Government expected. I do not know what were the reasons for the non-co-operation of a section of the insurers operating in India. Whatever may be their reasons, we have to think of the interests of the country and do the right thing. General insurance business is expanding fast with the operation of our Plans and the development of commence and industry. So, it is essential that the functioning of this business in India is channelised in such a way, that it contributes its due share in strengthening the economic fabric of the country.

The object of this Bill is to build reinsurance business in India by strengthening reinsurance companies. We are proposing that a second reinsurance company also be built up, by getting an appropriate share of the Indian business from all the companies. Such a share from all companies in India gives a very strong base for a reinsurance company, so that one can confidently expect it to flourish. Naturally, we have to ensure that the reinsurance companies do not enter into harmful competition between themselves. We have also to ensure that they function in such a way that

they build up this business on sound lines. The calibre of our reinsurance companies must be such that they can canvass for and get reinsurance business outside India also, just as some of the general insurance companies have been operating outside the country and the LIC has been operating outside the country.

Now, I shall turn to another aspect of this matter. There are countries in the world which are not developed in this business. In other words, I am talking about those countries which are similar to our country in this respect. These countries found that reinsurances were being placed mostly outside. Such countries were therefore forced to erect artificial barriers in respect of reinsurance business. I may mention here that State reinsurance monopolies or State reinsurance units exist in several countries. Turkey, Chile, Brazil and Argentina have monopolies, while partial compulsory schemes operate in Pakistan and even in France. In Pakistan, thirty per cent of all business written in that country has to be reinsured with the Pakistan Reinsurance Corporation. So, in suggesting that in our country every insurer should place a certain share not exceeding thirty per cent of its business, with two Indian reinsurers we are only adopting a middle course between the one extreme of leaving the reinsurance business completely un-regulated and the other extreme of requiring all reinsurances to be placed within the country. Our proposal is therefore a very moderate one. The interest of the Government is only to channelise the whole development according to sound principles, looking to the overall development of the country.

I shall now explain the provisions of the Bill briefly. Clause 2 of the Bill adds two new sections to the Insurance Act, 1938. The first of these sections requires every insurance company operating in India to reinsurance a minimum share not exceeding thirty per cent of the sum assured on each policy issued in India with Indian reinsurance companies which are approved by the Government for the purpose. Government will fix the percentage of business to be so reinsured and it will also fix how this business is to be allocated between the Indian reinsurers. Any notification issued in this connection has to be placed before each House of Parliament. The second section to be added provides for the constitution of an advisory committee of not more than five persons who have special knowledge and experience of insurance business. This committee will have to be consulted by Government before taking a decision in these matters.

Clause 3 of the Bill gives powers to the Government to specify, by rules made under the Act, the details as to the working of this Advisory Committee. The clause also changes the existing sub-section (3) of section 114 of the insurance Act, 1938 so that the procedure as to laying of the rules made under the Insurance Act, 1938 before the Houses of Parliament is brought in line with similar provisions in other Acts.

Lastly, a word of explanation about the amendment to the Bill I have given notice of. After the introduction of the Bill, there was a long discussion with some representatives of the insurance business. One matter urged by these representatives was that the Government should fix the terms and conditions in respect of the re-insurance business required to be placed with the Indian re-insurers. The Government has decided to accept the responsibility in order to remove any friction over this between the Indian insurers and the insurers generally. It is highly desirable to promote cordiality in their day to day operations. Another matter accepted by Government is that in fire insurance business, insurers may follow the practice they are following at present with respect to 'India Re-insurance Corporation'. The practice is that an insurer may either re-insure a share of every policy or give a share out of what is known

[Shrimati Tarkeshwari Sinha]

in re-insurance business as the 'first surplus' after the company's own net retentions' so that the premiums payable on the re-insurance will be the same as on the first basis. This also is a reasonable proposition. To provide for these two matters, it is proposed to add two new sub-sections to the proposed section 101A in clause 2 of the Bill. I need not elaborate these matters except to say this that the whole matter has been very carefully examined by technical experts, and by us. I do not propose to add anything to this, but I would like to assure the House that every point was carefully examined and only after careful examination we have come to this conclusion and we have put forward this Bill for the consideration of the House.

Sir, I do not want to take any more time of the House. I move.

Mr. Deputy-Speaker: Motion moved:

"That the Bill further to amend the Insurance Act, 1938, be taken into consideration."

Shri Sadhan Gupta (Calcutta-East): Mr. Deputy-Speaker, Sir, while I welcome this Bill, I have certain criticisms to offer both as regards the scope of this Bill and as regards the fact that opportunity has not been taken to amend certain other sections of the Insurance Act.

Now, I will dispose of the second matter first very briefly. It is undoubtedly important that we should provide for reinsurance to save foreign exchange, but there is another thing which is very important for the insurance industry and which is being brought into prominence by the recent decision of the Supreme Court. The Supreme Court has decided that Section 31A of the Insurance Act is a bar to the payment of bonus to employees of insurance companies. This is a very unfortunate state of affairs and this should be corrected, because if the employees are deprived of bonus there will be considerable discontent, and I think opportunity ought to have been taken in this Bill to provide an amendment of Section 31(a) also.

As regards the provisions of reinsurance itself, I do welcome them so far as they go, but I think the provisions ought to have been more drastic. We are desperately short of foreign exchange today and we ought to take every opportunity and every means of saving as much of foreign exchange as we can. The hon. Deputy Minister has already told us that Indian insurers are not willing to re-insure with other Indian companies because they apprehend that the companies with which their business would be re-insured would ultimately swallow up their clientele. If that fear is there—that fear would be there in the minds of all private competitors—then we can be sure of one thing, that whatever will not go to the two re-insurance corporations will definitely go to foreign re-insurers. That we may be sure, and so there is a chance that at least 70 per cent of the re-insurance premium will continue to be lost to foreign companies and we shall be short of foreign exchange to that extent. Therefore, by way of saving foreign exchange we make very little progress—only 30 per cent—and from the present position it is quite clear that the Indian companies will not be persuaded to re-insure any further amount than they can be compelled by the Government after this Act comes into force.

Because of this, Sir, different methods should have been adopted. Firstly, there should have been a method of compelling the whole amount to be re-insured with the re-insurance corporations. I take it that both the re-insurance corporations are on a sound footing and there is no reason why they should not cater to the whole re-insurance business. If Turkey can do it, if Brazil can do it, we do not see why we should not

follow the practice of Brazil rather than follow Pakistan, especially when we are desperately in need of foreign exchange.

Here what do we provide? Only a saving of 30 per cent is there. I believe, Sir, annually about Rs. 4 crores are lost in foreign exchange by way of re-insurance—the hon. Deputy Minister will correct me if I am wrong, but that is my information. If that is so, we only save just about over a crore of rupees and Rs. 3 crores will continue to be lost. Why have it that way? Why not have the whole business of re-insurance?

Then, if we have to save foreign exchange there is another aspect of it. Sometimes it may become necessary for one country to re-insure with other countries. If that becomes necessary it is desirable that such re-insurance should be routed through the re-insurance companies or—there is another way of doing it—the whole general insurance may be nationalised and the nationalised business may re-insure with foreign insurance companies and in turn accept re-insurance from foreign insurers. Whichever way you adopt, the position is that we can command a very large re-insurance business and by that very volume we command we can get beneficial terms from foreign insurers. The result is, we not only do not lose foreign exchange on re-insurance but we actually gain foreign exchange through re-insurance by mutual re-insurance and we can get more favourable terms in re-insurance treaties.

All these things should have been looked into and in the context of our desperate shortage of foreign exchange the Finance Ministry ought to have made provisions on these lines either for nationalisation of general insurance or through compulsory re-insurance with the two re-insurance corporations of the whole amount of policies and then if necessary to route the foreign re-insurance of our country through the re-insurance corporations on a basis of advantage to our country. If this had been done, Sir, foreign exchange would have been saved and our insurance business would have been on a much better footing. As it is, the general insurance business is not on sound lines. On the whole, there are a few big companies, there are some small companies, some are flourishing and some are closing down. That is not a very fortunate state of affairs. This should have been remedied and this was a great opportunity which has not been availed of.

So I would suggest, even at this stage, to consider what can be done within the scope of this very Bill. The whole re-insurance business should be drawn into the two re-insurance corporations and nothing should be left to go outside because "to go outside" does not mean to go to other Indian companies but 'to go outside' means to go outside India which we cannot afford. So nothing should go outside. It should all be with the re-insurance corporations, and then if we find it profitable to have re-insurance treaties with foreign insurers let the re-insurance corporations do it; but let not our private companies reinsure with foreign insurers at all. With these reservations and qualifications I extend my support to this Bill.

Shri L. Achaw Singh (Inner Manipur): I rise to support this Bill. I fully agree with the objects stated in the Statement of Objects and Reasons. There are two objectives: the first is about the question of reducing our foreign exchange expenditure. The second is to help the growth of Indian insurance companies. I take this opportunity also to join Shri Sadhan Gupta and to submit that drastic steps have not been taken to bring the insurance business as a whole into stricter control under the Government. I have a few remarks to make in this respect.

The Act of 1938 has been amended several times. We find that the ob-

[Shri L. Achaw Singh]

jects of these amendments have been to secure greater control of insurance business in India. The object of this Bill is also the same. According to a survey made in 1956 it was found that the drain on our foreign exchange was to the extent of Rs. 1·36 crores per annum,and there was also a huge blackmarket in insurance business by businessmen and industrialists. An illegal income of over Rs. 2 crores was made by these people during that year.

The *Insurance Book* of 1959, which gives the figures for 1958, shows that most of the reinsurance companies were British and their number was 65. Their annual premium income was to the extent of Rs. 7.19 crores whereas the share capital of these companies was only Rs. 5.13 crores. So, we find that our general insurance was dominated by the British companies. They were not therefore interested at all in devolping the reinsurance market in India, at the expense of their home market and also at the expense of the brokerage houses in London. Of course, it is true, as the Deputy Minister has said just now, that we have started to do something in this respect by starting the Indian Reinsurance Corporation in 1957, but that was only a beginning. I have referred to several journals and I find that there has been a controversy. The big interests have raised many important issues regarding this amending Bill. The first point they have raised is about the general business of insurance companies. By the diversion of this 30 per cent of the premium, they say that the revenue accounts of these companies will be seriously affected; then again, they say that this quota cession of 30 per cent is rather acquisitive in character and that it would damage India's reputation abroad and would not help to prevent the drain on foreign exchange. They also say that the Government have got a design to help the Indian Guarantee at the expense of the Indian Reinsurance Corporation, and add that this is a sort of backdoor nationalisation. I cannot agree with these views, and these points and objections are not at all, tenable, as the Deputy Minister has made it quite clear.

Our Reinsurance Corporation are working at a disadvantage and on disadvantageous terms. We find that the Reinsurance Corporations in India have not been able to get a proper reciprocity of their business for the cessions abroad. There is a customary exchange of our profitable business in India with the unprofitable business abroad, and that aggravates our foreign exchange position also.

This Bill has some statutory requirements for the cession of 30 per cent, and I submit that this will help to conserve the necessary foreign exchange. There is another point also which may be mentioned, and that is the growing business or the growth of the industry. We have adopted a number of industrial programmes and the volume of insurance also is growing day by day. But there is a fear that there is a mushroom growth of this insurance business, and for that we require a greater control of the business. The present policy regarding insurance should be revised; the code of conduct adopted by the insurance companies has not been successful; the companies have infringed the law in various ways. The regulation and control which have been incorporated in some of these amending Acts have not been also successful. They have not been effective enough. Moreover, malpractices such as rebates, misappropriation of accounts, and falsification of accounts are not very uncommon. So, the question is wether we can do better by adopting stricter measures. I myself am in favour of nationalisation of general insurance business. A number of other countries like Argentina and Iran and some East European countries have already nationalised this business, and I do not think there is any reason why we should not do it, because, the income of these com-

panies can be utilised for the development of our industrial schemes.

Another aspect of this question is this: in these companies there are no proper conditions of service formulated. The resources of these companies are also very slender. Some amount of compulsion is necessary, and that is why we appreciate the objects of this Bill. The companies have not got proper resources. Sometimes they cannot meet certain demands on their resources. There should be some compulsion by which they can accumulate adequate resources for the safeguard of their clients and also their staff. In that case, we will be able to do away with paper reserves which appear in the balance-sheets of these companies; these paper reserves have no real value.

The conditions of the general staff will be bright when we adopt this measure. Government has done a good job by bringing this amending Bill before the House.

With these words, I support the Bill.

Shrimati Tarkeshwari Sinha: Mr. Deputy-Speaker, Sir, I am very grateful to the hon. Members who have spoken and lent their support to this Bill. I am sure this Bill has generally been welcomed in the House. One or two points have been raised by the two hon. Members who have spoken. The hon. Member who just now spoke has really commended the provisions of the Bill. I have nothing to say except that I am grateful for all that he has said.

He has mentioned about certain general insurance companies not coming up to expectation in regard to proper business conduct. I am sure this re-insurance provision will make them more careful in their business operations. Though the reinsurance companies would not be exercising over-all control in their day to day operations, I am sure because of this arrangement, the insurance companies will improve their business conduct.

Shri Sadhan Gupta said that the Indian companies should re-insure the majority of their insurances with the Indian companies. That involves various complications, because the fundamental things in insurance business are cordiality and confidence. As the hon. Member is aware, general insurance to a great extent is controlled by foreign insurance companies. On the one hand, we are encouraging foreign investment. Therefore, we do not really propose to take any action which would really act as a discouragement to foreign investment. But all the same, I can assure the House that we have been very cautious and vigilant about the whole problem.

In my main speech, I have said that because Indian insurance business is more profitable and foreign insurance business is less profitable, foreign reinsurance companies have been making more profits on India insurance business. It is open to the Indian insurance companies to realise this and to re-insure with the Indian re-insurance companies which are in existence today. It is for their benefit that this measure has been brought forward. I think the Indian insurance companies will very soon realise that it is not profitable for them to insure a large amount of their business with the foreign re-insurance companies. I hope they will divert more and more of their business to the Indian re-insurance companies.

Another point raised by the hon. Member was that we should force the majority amount of the re-insurance on Indian business to be done here. I do not think that is a very sound approach to be made. After all, we in India want to do business abroad. Probably the House knows that the LIC has done very good business outside India. If we really do not reciprocate in these matters, I think we shall have to suffer ourselves because we also know that there is a lot of scope for doing insurance business out side India. Therefore, I do not think any rigid

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rules should be made and any rigid steps should be taken in this respect.

So far as the point regarding bonus is concerned, this does not form part of the principles of this Bill. However, I know the feelings of this House in this matter. We are ourselves aware of the whole problem and we shall consider it with great care and concern.

With these words, I move that this Bill be taken into consideration.

Mr. Deputy-Speaker: The question is:

"That the Bill further to amend the Insurance, Act, 1938, be taken into consideration."

The motion was adopted.

Mr. Deputy-Speaker: The House will now take up clause-by-clause consideration.

Clause 2— (*Insertion of a new Part*)

Shrimati Tarkeshwari Sinha: I beg to move:

Page 1,—

after line 20, *insert*—

"(2A) Notwithstanding anything contained in sub-section (1), an insurer carrying on fire insurance business in India may, in lieu of reinsuring the percentage specified under sub-section (2) of the sum assured on each policy in respect of such business, re-insure with Indian re-insurers such amount out of the first surplus in respect of that business as he thinks fit, so however that, the aggregate amount of the premiums payable by him on such reinsurance in any year is not less than the said percentage of the premium income (without taking into account premiums on re-insurance ceded or accepted) in respect of such business during that year.

Explanation.—For the purposes of this sub-section, the year 1961 shall be deemed to mean the period from the 1st April to the 31st December of that year.

(2B) A notification under sub-section (2) may also specify the terms and conditions in respect of any business of reinsurance required to be transacted under this section and such terms and conditions shall be binding of Indian re-insurers and other insurers". (1).

Mr. Deputy-Speaker: Does she want to speak on that?

Shrimati Tarkeshwari Sinha: I have explained it in my main speech.

Mr. Deputy-Speaker: There are two other amendments of which notice has been received. Shri Somani is not here. I will put the Government amendment No. 1 to the vote of the House. The question is:

Page 1,—

after line 20, *insert*—

"(2A) Notwithstanding anything contained in sub-section (1), an insurer carrying on fire insurance business in India may, in lieu of reinsuring the percentage specified under sub-section (2) of the sum assured on each policy in respect of such business, re-insure with Indian re-insurers such amount out of the first surplus in respect of that business as he thinks fit, so however that, the aggregate amount of the premiums payable by him on such re-insurance in any year is not less than the said percentage of the premium income (without taking into account premiums on re-insurance ceded or accepted) in respect of such business during that year.

Explanation.—For the purposes of this sub-section, the year 1961 shall be deemed to mean the

period from the 1st April to the 31st December of that year.

(2B) A notification under sub-section (2) may also specify the terms and conditions in respect of any business of reinsurance required to be transacted under this section and such terms and conditions shall be binding on Indian re-insurers and other insurers." (1).

The motion was adopted.

Mr. Deputy-Speaker: The question is:

"That clause 2, as amended, stand part of the Bill".

The motion was adopted.

Clause 2, as amended, was added to the Bill.

Clause 3, Clause 1, the Enacting Formula and the Title were added to the Bill.

Shrimati Tarkeshwari Sinha: I beg to move:

"That the Bill, as amended, be passed".

Mr. Deputy-Speaker: The question is:

"That the Bill, as amended, be passed".

The motion was adopted.

12·47 hrs.

*DEMANDS FOR GRANTS—contd.

MINISTRY OF EDUCATION

Mr. Deputy-Speaker: The House will now take up discussion and voting on Demands Nos. 13 to 15 and 112 relating to the Ministry of Education, for which 5 hours have been allotted.

83 cut motions have been tabled to these Demands. Hon. Members desirous of moving cut motions may hand over at the Table within 15 minutes the number of the selected cut motions. I shall treat them as moved if the Members in whose names those cut motions stand are present in the House and the motions are otherwise in order.

The time-limit for speeches will, as usual, be 10 to 15 minutes for Members including movers of cut motions.

DEMAND NO. 13—MINISTRY OF EDUCATION

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 38,78,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1962, in respect of 'Ministry of Education'."

DEMAND NO. 14—EDUCATION

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 15,39,40,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1962, in respect of 'Education'."

DEMAND NO. 15—MISCELLANEOUS DEPARTMENTS AND OTHER EXPENDITURE UNDER THE MINISTRY OF EDUCATION

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 2,69,44,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1962, in respect of 'Miscellaneous Departments and other Expenditure under the Ministry of Education'."

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*Moved with the recommendation of the President

DEMAND NO. 112—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 16,59,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1962, in respect of 'Capital Outlay of the Ministry of Education'."

Shri Sadhan Gupta (Calcutta—East): I want to make certain corrections in the cut motions I have tabled.

Mr. Deputy-Speaker: He may pass on those corrections also.

Shri Khadilkar (Ahmednagar): On a point of information. The other day, the Education Minister promised to place a copy of the Aligarh University Inquiry Committee Report on the Table. Today we are discussing the demands for grants relating to the Education Ministry. Neither the report has been placed on the Table nor copies made available to us.

There is another point also. I have got a copy of the report from my friend. Shri P. N. Sapru has given a note. Extracts from that note have been published in the Press, but that note has been printed along with the report. I think it is rather difficult for us to make our observations with no authentic documents before us, as far as the inquiry committee report as well as Shri Sapru's note.

The Minister of Education (Dr. K. L. Shrimali): I am glad my friend has raised this point. I said that the report will be placed as early as possible. But when the university sent us the printed copies, the appendices were not there. Therefore, I could not place a complete report before the House. We have requested the university to complete it. The hon. Speaker also has ruled that he would allot separate time for the discussion of the report. I would request hon. Members to leave out Aligarh University for the time being and discuss it separately. That would be much better. As soon as the report is available, I will place it before the House. I could not place an incomplete report before the House.

Shri Chintamoni Panigrahi (Puri): When we are going to discuss the demands for grants for the Education Ministry, disquieting reports have appeared in the newspapers that the allocation for education in the third Plan is going to be reduced and it has been stated that Central schemes of education, particularly those relating to research and new projects are likely to suffer most in the Third Plan. It has also been further stated that Central schemes will get only Rs. 35 crores out of the Union Education Ministry's demand for Rs. 83 crores. So far as education is concerned, we already know that during the last ten years it has received very little of the national income of India, and again when the Union Ministry of Education proposes to launch a big-scale programme in respect of universal compulsory primary education in the country in the Third Plan, this news of reduction of the Plan to such a great extent is really quite disquieting and we would like to know how far the hon. Minister is really going to accept this reduction and, if so, which of the heads under the Education Ministry's grants are reduced or going to suffer because of this reduction. We oppose this reduction.

If we compare the *per capita* expenditure on education in India with any other country, we find that it is only Rs. 5·5 and only 2 per cent of the national income has been given

to the Ministry of Education to spend on the spread of education in this country, which is too low compared with any other country in the world.

If you look at the allocation for education in the Central budget, you will find that the allocation for education in the year 1955-56 was more than Rs. 17 crores. In 1961-62 it has been reduced and it is only Rs. 16,79,35,000. Similarly, if we look into the budget from 1955-56 onwards, we will find that, so far as allocation for primary education is concerned, in 1955-56 there was no allocation in the Central budget; in 1956-57 there was no allocation; in 1957-58 also there was no allocation. For 1959-60 there was an allocation of Rs. 1,62,800. Now, in the 1961-62 budget, there is a provision of Rs. 5,99,000 for primary education.

Similarly, if we look at the establishment and construction of buildings, we will find that expenditure on establishments in the Secretariat and the departments controlled by the Ministry of Education in 1961-62 budget estimates come to nearly 15 per cent of the total allocation for education. So far as construction of buildings are concerned though the precise information is not available in the Parliament library I have roughly calculated it by adding up the budget. If my rough calculation is wrong, the hon. Minister may just contradict me. But according to my calculation nearly 25 to 30 per cent of the budget for education has been spent on the construction of buildings. So far as establishment charges are concerned, they come to 15 per cent and so far as the construction of buildings are concerned, they come to nearly 25 to 30 per cent. So, 40 per cent of the budget goes for meeting the establishment charges under different heads and the construction of buildings. When the allocation for education is so very little, even from that that 40 per cent is spent on construction of buildings and establishment charges. I find the hon. Minister has written a very good article in the *Education Quarterly* in which he has posed this problem. He has said there that if there is any item on the education budget which needs reduction without affecting the standard of education in this country it is the expenditure on construction of buildings. But I do not think that the hon. Minister who has written this article has implemented it so far. What has the hon. Minister does for economy in his budget of education, so far as construction of buildings is concerned?

Then there is the question of the Central universities. This question has come up so often in this House and even just now Shri Khadilkar raised some questions. So far as the administration of the Central universities are concerned, we in this House know how for the last four years they are being administered. What are the measures which the hon. Minister suggests? Well, we do not find anything here. Does he not want to improve the management or the administration of the Central universities? There is no concrete proposal before this House in this matter, so far as the demands for the Ministry of Education for the year 1961-62 are concerned and I hope the hon. Minister will give us some idea as to what new measures he proposes to take for improving the management and the administration of the Central universities which are under the direct control of the Government of India.

I know the hon. Minister is very much interested in developing sports. To that I might add one item, the Indian circus. But I find that no interest has been taken by the hon. Minister in Indian circus.

Mr. Deputy-Speaker: Should the Minister take good interest in that also?

Shri Chintamoni Panigrahi: The Minister can take it. When the whole people of Delhi go and see it, how can the hon. Minister alone keep aloof from it?

[Shri Chintamoni Panigrahi]

I was looking through the budgets of the Education Ministry for the last ten years. The Ministry has given some financial help to some village Akhadas and clubs here and there but no help has been extended so far to the Indian circus. The circus is declining in India because of this lack of State support and encouragement. I hope the hon. Minister might think of extending financial aid to Indian circus companies so that they can maintain good standard and, if possible, send a troupe abroad for showing our circus in foreign countries and thereby earn some foreign exchange.

In this connection, I will give two or three suggestions for the consideration of the Education Minister. I was told that the Ministry of Education has sanctioned money for the establishment of a Sports Institute in Patiala. I am glad that the Ministry is doing it. The palace of the Maharaja of Patiala is being priced at Rs. 30 lakhs or 40 lakhs and I was told no other purchaser was available. We know that the Maharaja of Patiala is the Chairman of the Sports Council in this country. Because the Hon. Minister or the country wants the development of sport, is it fair or necessary that it should be housed in the Maharaja's palace after purchasing it for Rs. 30 lakhs or 40 lakhs, when no other purchasers were available for that palace? I do not say that there should not be an institute. But is it necessary that it should be housed only in the Maharaja's palace and not anywhere else with such huge cost?

Dr. K. L. Shrimali: May I inform the hon. Member that, as far as the Government of India are concerned, they are taking the palace from the Punjab Government and not from the Maharaja.

Shri Ram Krishan Gupta (Mahendragarh): It makes no difference. It has been done in an indirect way.

Dr. K. L. Shrimali: It makes a great deal of difference. The Punjab Government purchased it long ago. Apart it was decided that the Institute should be set up at Patiala, we were looking for a place, and this place was found convenient. In fact, the Government would have to spend much more if we are to put up a Institute elsewhere. They have given us a number of facilities and, from that point of view, we thought, the Sports Council thought, that it would be more desirable to have the Institute at Patiala.

Shri Ram Krishan Gupta: Even for that there was great opposition.

Shri Chhintamoni Panigrahi: I am glad that hon. Minister has clarified the position. But again, I will bring to the notice of the hon. Minister that it is only under the advice of the Council of Sports that the hon. Minister has gone into this deal, and the Chairman of the Sports Council is the Maharaja of Patiala.

Shri V. P. Nayar (Quilon): What is the price paid?

Dr. K. L. Shrimali: I would let the hon. Member know a little later. But this I am clear, that the Government of India have not purchased this palace from the Maharaja; we purchased it from the Punjab Government.

Shri Sinhasan Singh (Gorakhpur): But the Government must have paid a sum to the State Government.

Dr. K. L. Shrimali: Yes. It is a transaction between Government and Government.

Shri Sinhasan Singh: What is the amount?

Dr. K. L. Shrimali: That I will let you know later.

13 hrs.

Mr. Deputy-Speaker: It is not the business of mine. But that is wanted for another purpose and if Parliament thinks this should not be taken, the Punjab Government will be very glad. There is pressure for its being used for another purpose.

Shri Chintamoni Panigrahi: The Government of India appointed an *ad hoc* committee on games and sports. The committee was appointed by the Ministry of Education. I would like to know from the hon. Minister whether this *ad hoc* committee has made certain suggestions and recommendations. They have categorically stated that a college with one thousand students and more should have ten acres of land, a high school with 500 to 1,000 students should have six acres of land, and a middle or primary school should have at least one acre of land for their playgrounds. I would humbly request the hon. Minister to let us know whether at least one per cent of the demand for having playgrounds for the educational institutions has been met during the last ten years? This recommendation has been before Government for the last two years. I would like to know how far it has been implemented. If you go through the *Education Quarterly* and other magazines published by the Government of India, you will find a sum of Rs. 5,000 or Rs. 10,000 are being given to some educational institutions here and there. But how can you satisfy the needs of the vast number of school-going children in this manner? I hope the hon. Minister will give more thought to the problem.

Sir, the Government of India has a fascination for appointing committees and there are some persons in India who are meant for such Committees. If a Committee is appointed for looking into the problems of youth older people are appointed in that Committee invariably. The Ministry of Education two years back appointed a committee to suggest ways for co-ordinating the efforts of the different sports bodies and youth organisations which are receiving grants from Government. The most young and the most old man of this country, Dr. Kunzru, is the Chairman of this committee. The Committee has been sitting for the last two years, but it has not yet finalised its report; we do not know when it will be finalised, and how they are going to effect co-ordination of the aid given individually to the different kinds of institutions in the country. I understand the committee has not made much progress. A questionnaire has been issued to which answers have been received. I understand they are being tabulated. I do not know when the committee will finalise its report, so that its recommendations may be implemented.

With regard to Youth Festivals, the Vice-Chancellors of the Universities in their Conference, had suggested that these festivals should not be continued. I would like to ask the hon. Minister whether he knows that non-official youth festivals are being organised in Calcutta, Orissa and Punjab. When there is no breach of discipline at those festivals, how is it that when Government organise such youth festivals indiscipline breaks out and the elderly Vice-Chancellors recommend discontinuing them? I would ask the hon. Minister of Education to reconsider this matter, and examine the possibility of conducting these festivals not on an all-India scale, but on a regional basis, so that the youths of the regions may meet. He says there must be emotional integration in the country. Is it sought to be brought about by speeches?—a speech here and a speech there? I, therefore, submit to the hon. Minister that he must reconsider this question and encourage the holding of these festivals on regional and all-India basis. The suggestion of the Conference of Vice-Chancellors need not bind the Government.

[Shri Chintamoni Panigrahi]

It is a known fact that in big cities like Calcutta, Madras and even my own place of Cuttack, colleges have not enough hostel accommodation. I think the Ministry of Education should have some programme by which the actual needs of these cities in respect of hostel accommodation for college students should be met. The number of students are increasing every year, with the result that the problem of accommodation is also becoming more acute. In many of the big cities like Bombay, Madras, Calcutta and Cuttack students residing in hostels live in most unhygienic conditions. If you want to improve the living conditions of the students something should be done for them. The problem cannot be solved by paying some thousands of rupees to a hostel here or a hostel there. Some concrete steps should be taken to solve this problem, at least so far as big cities are concerned.

I would like to say one or two points with regard to the Education Minstry's report for 1960-61. I welcome the new features of this Budget, that is the provision for universal compulsory primary education. If you go through the Report of the Ministry of Education for 1960-61, you will find that this is a new feature which were not contained in the report of the Ministry in the previous years. The Constitution has provided that free education should be given to pupils belonging to the age-group from 6 to 14. It has been now modified from 6 to 11. I can say that the hon. Minister is never going to implement even the modest target of 80 per cent of universal compulsory primary education in the Third Five bear Plan. I may quote what have been the performances of the hon. Minister and the Ministry of Education in respect of primary education during past years. You will find that in the first Plan period only 12 lakhs children per year were enrolled for primary education; in the Second Plan 17 lakhs per year were enrolled. In the Third Plan Government proposes to take 36 lakhs per year. In view of the past performances of the Ministry this is too ambitious a target on the part of the Education Ministry. Even though they intend to implement the Plan target of 80 per cent, they have excluded, I was told, the Scheduled Castes, the Scheduled Tribes and other backward classes from the scope of universal compulsory primary education. I was also told that the Union Territories have been excluded from the scope of compulsory primary education. I think the hon. Minister will clarify this point.

I want to make some suggestions for the improvement of the schools. I have seen for myself many schools without furniture, without equipment, teaching aids or library facilities. Even drinking water is not provided for the children. If you go through the Demands of the Ministry of Education, you will find that a half-hearted attempt is being made to solve many of these problems. The hon. Minister himself has posed these problems in the article which was published in the *Educational Quarterly*. It is time we took some bold measures to solve the problems which face the country in the educational field.

Shri Goray (Poona): Sir, I always had the feeling that the Education Ministry was a Cinderella so far as the Central Government Ministries were concerned. This year, it seems to be a good augury that we are starting with the Demands of the Education Ministry in preference to the Demands of other Ministries.

As Dr. Shrimali must be knowing, the great Kalidasa had said that the first task of an ideal king was प्रजादा विनयाधानात् that is, the first task was to educate the *prajas*. He gave education of the people preference over even their security and their feeding. I hope that we take a cue from the old kings and we give

every preference to education that our people need; because, I feel that it is only education that can give a firm foundation to democracy and the technological progress that we intend to make.

Let us start with the report of the University Grants Commission. We find in the report that the universities are multiplying. Very properly, the University Grants Commission has drawn our attention to the fact that it is not so much the numbers as the quality of the universities that we should aim at. I was a little perturbed to find that some of the observations of the University Grants Commission are not being attended to, and universities are being allowed to start functioning without any care being taken to see whether they maintain a certain standard. The University Grants Commission have almost made a complaint that in spite of their insistence on the standards that the universities are expected to maintain, new universities are allowed to come into being, and it seems that they have been almost helpless in this matter. Certain illuminating figures have been quoted by the University Grants Commission and they have tried to prove that it is not the first duty of the Government to set up universities so that all the people who want to enter universities are given a chance. They say that even in America and in countries like Great Britain, only a small percentage of students ever reaches the universities. That is because they have seen to it that they have a diversified scheme for training in different crafts and different disciplines. Therefore the rush to the universities is not so great. What we find in India is that every boy or girl who is a matriculate wants to enter the universities, and if any suggestion is made that there should be a selective admission, there is resentment. That resentment can be done away with if we give other openings to the boys and girls who pass the matriculation examination and if we confine university education as such to a few selected students.

The question of discipiline also has been referred to in this University Grants Commission report. The political parties in the country have been made a target of attack by many people. In a way, I would make bold to say that we would have been very glad if the political parties in the country had some influence on the conduct of the students. Our complaint is—and I suppose the complaint is general, most probably the Congress benches also will have the same complaint to make, and so also the Communist Party or the Jan Sangh—that the political parties have very little influence on the student community. Very few recruits are available now to any political party. Therefore, to say that it is because of the political parties in the country that the students are running amuck is far from truth.

Student indiscipline may be due to the fact that the students feel that there is no prospect for them. That may be one of the many factors. One of my friends from Poona, Dr. Karve, had contributed some articles after visiting America, and he said that because there is a sort of frustration in the minds of the students, because they feel that their future is not assured, they react in a violent manner to the situations that arise from time to time. And the only way in which we can deal with this indiscipline is to see to it that the students do not feel frustrated. This can also be done by seeing to it that the university authorities themselves behave in a disciplined manner.

Just now my hon. friend Shri Khadilkar raised a very pertinent question. He said that we have so far not been given the report on the Aligarh University. The University of Aligarh seems to have its own code of conduct. When the report was printed they just dropped the annexures or the appendices, and we now

[Shri Goray]

hear the plea from the Education Minister that he could not present to the House an incomplete report. Obviously, Sir, there is some foul-play in this. They know that it would be discussed and so they saw to it that it would be incomplete so that the Education Minister will have to say that he cannot present it to the House. If the universities—first the great Hindu University of Banaras, then the great Muslim University of Aligarh—if these universities which are directly under the Central Government behave in this manner, I do not know why the political parties should be brought in for censure. I would like to say that these universities which are run by the Central Government should serve as models to other universities. But these universities are serving as models in the reverse that is they are what the universities should not be. If this thing continues, I do not know how we can expect any discipline from the students who are unexperienced and who take their loans from their *gurus*.

While dealing with this matter of indiscipline, I would like to refer to one of the points that was raised just now by my hon. friend Shri Chintamoni Panigrahi. He referred to youth festivals. A youth festival is one of the occasions when the youth of this country from all the distant corners of the country come together, develop contacts with one another, get to know what sort of country they are living in, a picture of India as it is, of the youth of India. Now, because there were certain disturbances in Bangalore, the whole idea of holding youth festivals is being given up. This is not the way to enforce discipline. Those boys or girls who behaved in an indisciplined manner must be spotted out and dealt with firmly, and Government must tell them that because they created disturbances the Government are not going to abandon the very idea of holding youth festivals. It will be just like this, that is, if the Government of India were to say that because there are dacoits in Chambal or other places, it gives up the administration of those territories until the menace is wiped out! We cannot do like that. That is the surest way to encourage goondaism. Therefore, I would like to say with all the emphasis at my command that Dr. Shrimali should think hard, take courage in his hands and see to it that all these defaulting Vice-Chancellors or Chancellors and all these timid people who have advised him to abandon this idea are overruled and from next year the youth festival is help in right earnest.

The next thing that I would like to deal with is primary education. So far as primary education is concerned, the Government of India would, of course, say that after all, it is a State subject, and all that they can do is to bless them or to give them some assistance. I think that that is not the right attitude to adopt. After all, primary education is the corner stone of all our educational system. If I might recall, it is from the times of the late Shri Gokhale that this Central forum has been used for the spread of primary education. It was he who said first of all that one of the foremost duties of Government is the spread of primary education. 'Educate our Masters'—that was what he said. So, that is a thing that must be looked into and taken care of by the Central Government as well.

Now, what are the Central Government doing in this matter? Only recently, the All-India Federation of Primary Teachers was held in Delhi, and one of the eminent educationists, Mr. Donde from Bombay, who was a Mayor also there for some time, presided over it, and he had made a very strong plea saying that there ought to be an all-India commission to look into the conditions of the primary teachers. It has been pointed out that so far as university education is concerned, there is the Radhakrishnan Commission's report. So far as secondary education is concerned, it was

Dr. Mudaliar who presided over the functioning of the Secondary Education Commission, and we have got the report of that commission also. It is only the primary teachers who have been neglected.

With some complacency, the Education Ministry have said in their report that they have recommended that Rs. 40 should be the minimum pay for the primary teachers. Now, it can well be imagined that this minimum pay of the primary teachers is in some cases the maximum pay also; and in some cases, there is no dearness allowance, or if there is dearness allowance, it is only an apology for it, being just Rs. 5 or Rs. 10 or Rs. 15. It is only in rare and exceptional cases in a few States, probably two or three States, that there is a dearness allowance which is equal to the dearness allowance paid by Government, and Rs. 40 to Rs. 50 is considered to be the basic pay. If you really want to have primary education and that too of a particular standard, how can you attract intelligent people to the service, when the pay is only Rs. 40 or Rs. 45? Even a *chaprasi* gets much more. I am not saying that the function of a *chaprasi* is something that we should condemn or should look down upon, but, after all, if we really want the teacher to discharge his duties properly, he should have some status in society. It is not enough that a Minister, when he goes and addresses the students or the teachers, says 'Well, you are the future pillars of society.' If you neglect them, so far as maintenance is concerned, then Rs. 40 basic salary or Rs. 40 p.m. with dearness allowance included, is not likely to attract any ambitious intelligent young man to this profession. He would rather be a sweeper than a teacher.

Therefore, I would say that it is very necessary to appoint an all-India commission to go into the whole problem of primary education and aslo the salaries of the teachers. There must be some graded scales. The primary teacher may for instance, start with Rs. 40 or Rs. 45 as basic pay, and dearnes allowance must be paid to him on a par with what is paid to Government servants, and he must rise to about Rs. 100. Otherwise, what is the use of spending one's whole life in teaching young boys and girls? I should think that this is a very necessary thing, and I hope that the Education Minister will see to it that a commission like that is appointed without any delay.

In England, I am told that there is a Burnham committee which maintains constant contact with the teachers, and it serves a three-fold purpose; it serves as a liaison body between the representatives of the teachers' association, the Government and the public; and if there are any grievances which the primary teachers entertain, then they approach the Burnham Committee, and they go into the merits and the case is decided. I think that a body like that which goes into the grievances of the primary teachers all over the country is a necessity of the moment, and we should look into this matter.

Now, I come to sports. I said just a little while ago that there must be a revival of the youth festival. But I am really concerned abou the situation as regards sports in our country. I can say without fear of exaggeration that the condition in which the Indian sportsmen find themselves is pitiable. It has become almost despicable. Even there, you will find that a sort of polltics is going on, some people championing some men and the other people championing the others.

Mr. Deputy-Speaker: Order, order. If hon. Members have to come into the House, they should come as individual Members and not as groups.

Shri Goray: I was saying that so far as the field of sports in India was concerned, something was going very wrong. We all heard with a sense of shame the performance that we put up in the Olympics in Rome. Not only did

[Shri Goray]

we not win any gold medal, but the only gold medal that we had was lost by us, and we lost it to our neighbour Pakistan. The matter becomes much more serious when we find that a country like Ethiopia, a small country, a backward country, an undeveloped country, carried the first fold medal in the marathon race, while a country of our size with forty crores of people could not get a single medal, not even a bronze medal. I think it is time that the Ministry woke up and saw to it that the house of sports was put in order.

You will be surprised to find that the only sportsman who made some mark, Shri Milkha Singh, is one of those persons who could not get even a promotion in the Army. He has left the Army, and our recognition for his brilliant merit was that he was made a *jamedar*.

Shri V. P. Nayar: And his resignation was accepted. What a shame!

Shri Goray: It is really a matter of shame for our people. He made a certain mark, and it was said that he was capable of becoming a sportsman of the higest order; and yet, we can only allow him to rise to the rank of *havildar* or *jamedar*, and we think that we have done enough for him. That sort of attitude is not going to give us great sportsmen. A nation of forty crores should be able to sweep all the events. But, here, we find that in the last Olympics, not even a single woman was allowed to go, though there were a few women who could have made some mark.

Therefore, I would point out that it is time for the Education Ministry to go into this question thoroughly and to see to it that next time we send our team for the Olympics, the best of our people are chosen, and we train them properly and well. Otherwise, it will be better that we do not send any team at all. There have been nations which did not participate in the Olympics in the first instance, but when they came, they came with bang. Here, we find that every time we send our teams all that they bring back is shame and defeat.

Finally, I should like to say a word about the national discipline scheme. I do not know why this scheme is not being supported as much as it really deserves to be supported. From the figures that I have got, I find that this particular scheme is becoming really very popular. The figures show that whereas a particular target was given to them for training, they have overreached the target for the Second Plan by two hundred per cent; so far as institutions are concerned, they have taken over thrice the number of institutions which they were expected to take over. Since this is a scheme which is gathering momentum and is making some mark, I think the Education Ministry should very liberally support it. We who have had the good fortune to witness some of their parades were really very much pleased to see how disciplined the boys and girls were. I find that my hon. friend, Shri H. N. Mukerjee, had written a very glowing article on that and said that he wished that this scheme was spread to all the States. I would request the Education Minister to give it his wholehearted support and not the miserly amounts of Rs. 12 lakhs or Rs. 16 lakhs per year as he has been doing.

Shri Barrow (Nominated-Anglo-Indians): Mr. Deputy-Speaker, any critical appraisal of the work of the Education Ministry should be based on the constitutional scope of the functions of the Ministry. I am glad that in the introduction to the Report, there has been a reference to this. It says:

> "The Government of India have sole executive responsibility for subjects included in the Union List".

Then it goes on to give details of the Union List and adds:

> "The direct responsibility for the development of education in the rest of the country lies upon the State Governments and hence most of the programmes of educational development are included in the State sector".

Further on it says:

> "As a federal agency, the Ministry is responsible for general co-ordination and collection and supply of educational information....."

I am one of those who is sorry that our Constitution-makers did not make Education a Central subject. It is too late now, of course, to lament this fact. Weeping and gnashing of teeth will not help. It is for us to suggest ways and means of making do with the powers which the Central Ministry has and with the finance with which it has to work. I propose to suggest certain ways and means which, I hope, the House will endorse.

In Chapter 2 of the Report, we find a very distressing picture with regard to free and compulsory primary education. The first sentence reads:

> "Under article 45 of the Constitution, it is the responsibility of the State (which expression also includes the Government of India) to provide free and compulsory education up to 14 years by 1960".

Then we have this:

> "The Panel of Education appointed by the Planning Commission, therefore, suggested at its meeting held in Poona in 1957, that an intensive effort should be made to provide universal education for children in the age-group 6—11 by 1965-66."

Thus we find that we have had to lower our targets almost immediately. But the picture is even more distressing now. The Working Group on Education had suggested that Rs. 216 crores should be ear-marked in the Third Plan as the absolute minimum to ensure 80 per cent enrolment in the age group 6-11 years. Now we find in the papers, that even this amount is going to be reduced; it is going to be reduced to Rs. 200 crores or Rs. 201 crores. The target of 80 per cent enrolment in the age group 6-11 will thus be reduced to 76 per cent. This low target of our planners is in contrast with the high ideals of our Constitution-maker. My hon. friend, Shri Goray, quoted learnedly. I am reminded of a quotation, which though flippant, is also pertinent. I am reminded of a line taken from the play *Gentlemen prefer blondes*. The lady says:

> "A kiss on the hand is all very fine. But a diamond bracelet will last a lifetime."

We pay lip-service to education; we pay lip-service to free and compulsory primary education, but we do not provide the diamond bracelet of finance. Unless the planners can provide this diamond bracelet of finance, all these pretensions, all these platitudinous expressions, will take the nation nowhere.

As a teacher, I was taught this—and I quote this here because I feel it is very apt—

> "We are all blind, unless we see
> that in the human plan
> Nothing is worth the making
> If it does not make the man."

All our planning, all our buildings, all our great dams, all these, will mean nothing unless we can provide this minimum of free compulsory primary education even to the limited age group 6-11. I feel it is the duty of this House to make it clear to the planners that there should be no reduction of this amount of Rs. 216 crores, so that at least 80 per cent of the children get free and compulsory primary education by the end of the Third Plan.

[Shri Barrow]

One of the most distressing features of the story is this, during the Second Five Year Plan, money allocated for primary education was diverted to other sectors. Sir, I want to underline the fact that in the less advanced States—and U.P. is one of the less advanced States, I quote U.P. because I come from U.P.—in States like Uttar Pradesh this diversion was more marked, and unless we take steps to stop the diversion of funds earmarked for primary education, we will never reach this target which we have set ourselves.

Sir, this is where I wish to make certain suggestions to implement the Plan, to reach the target of free and compulsory primary education, and I hope I have the support of the House in this. My first suggestion is that funds ear-marked for primary education must on no account be diverted to other sectors. If this salutary principle is accepted by the House, I think it should be made clear to the Planning Commission that if money is ear-marked for primary education, then the Planning Commission, which gives permission for this diversion—money cannot be diverted without the express permission of the Planning Commission—the Planning Commission will be held responsible. We in our Constitution have set ourselves, under Article 45 a target, but the Planning Commission permits diversion of funds thus preventing us from attaining the target which the Constitution has laid down.

My second suggestion is that in the field of primary education, the money should be made available to States through the Union Ministry on a 100 per cent basis—grants on a 100 per cent basis for approved schemes. Then and then only will we be able to reach this target. My hon. friends have criticised the Education Ministry for not implementing this target of free and compulsory primary education, but without the power to do it, it is impossible. I have worked recently on a number of Committees of the Education Ministry and I am quite convinced that the administration is sincere in its efforts to push forward this scheme of education. I am also convinced that the Ministry takes a realistic view of the work that is before it.

I would deal in this connection with girls' education. The Central Advisory Board of Education meeting earlier this year accepted the principle that if an effective programme of girls' education is to be implemented, it must be done through the Central sector. Sir, I am given to understand that the Planning Commission has transferred girls' education to the State sector. The Central Advisory Board, which is the supreme body for educational policy in the country, takes one decision and the Planning Commission, within a short time, says: no, we will hand it over to the States.

Sir, I come to the teacher training programme. My hon. friend Shri Goray emphasized the need for good teachers. The teacher training programme has also been diverted to the State sector. I say, if this goes on, we will not have teachers; they will not be forthcoming. We will not get suitable qualified teachers, suitable trained teachers, if this programme is also transferred to the State sector.

Sir, I will touch briefly Basic education. In my own humble way, I have made a study of Basic education. I was invited to participate in a seminar in Allahabad in May, 1959. It was a very hot month, and in spite of the heat the deliberations were carried on in a cool and calm atmosphere. I will never complain about the heat of Allahabad, because it is my home town—I love its dry heat, but I must say that the other members attending the seminar went into this question in a very cool and calm manner despite the heat. What was the problem that was put to us? We were told we have not the finance to implement the conversion of ordinary primary schools into basic schools, and

therefore the only course was to carry out orientation programme for teachers. We worked out the details for a ten to fifteen day orientation programme. Sir, I believe that the amount of money for this orientation programme is also going to be cut down. Are we sincere or not in our proclamations and in our expressions about Basic education? Either we find the money for it, or we simply say we are not going ahead with this programme of Basic education.

Here again, the money is being transferred to the State sector; how can there be a national programme if we are not serious about it?

I have made this analysis to show four things: to show that the work of the Ministry can only be criticised constructively or otherwise within the limited scope of its constitutional powers; to emphasize that if education is a national concern, as it must be, then money must be found for it. We must go to our Planners and tell them: no matter where you cut the money, don't cut it down education.

Shrimati Renuka Ray (Malda): Hear, hear.

Shri Barrow: Thirdly, money in the Plan must be earmarked for specific schemes and the allocations should be made from the Centre; no diversion of money should be made, especially in the free and compulsory primary education sector. Lastly, in cutting down any of the Plan allocations, let not the axe fall on primary education. That is the first casualty always; if money is to be cut, they cut it from the primary education sector.

I have only two small points more. One is with regard to schemes such as the National Discipline Scheme, the A.C.C., the Physical Education scheme etc. I am in favour of all these, and in my own small way I see that the Anglo-Indian schools with which I am concerned lay the greatest emphasis on extra-curricular and co-carricular activities, but what I ask is this. We have got so many schemes in the field, we have the A.C.C., the N.C.C., the Rajkumari Training Scheme, the Physical Education scheme, can there not be one organisation which co-ordinates the work of these bodies? We waste money on the administration of these schemes, instead of using on the purposes of the schemes. I feel we must have one body to administer and to see that these schemes are co-ordinated. I believe this is a matter that can be gone into by the Education Ministry, the Health Ministry and the Defence Ministry.

Finally with regard to sports. I am not enamoured of what my hon. friend, Shri Goray, said, namely that it was a share that we lost the World Hockey championship. I am not worried about that. If we can love the game beyond the prize, I am satisfied. But I am distressed about politics in the different Federations and Associations which control sport, and I have a positive suggestion to make. Our Council of Sport should not make a grant to any organisation unless a representative of the Council—and I would prefer the representative to be some one from the Government of India—is allowed to attend every meeting of the organisation or the federation concerned. I do not say that this representative should have voting rights. All I say is that the representative should have the right to attend these meeings, so that he can report back to the Council of Sports and say: these are all the politics this is the background against which these decisions are made. Then the Council will be in a position to decide whether they should finance the schemes, tours or coaching against the background in which the decisions were made.

डा० गोविन्द दास (जबलपुर): उपाध्यक्ष महोदय, स्वराज्य प्राप्ति के बाद आज पहला अवसर है जब मैं शिक्षा मंत्रालय को बधाई देना चाहता हूं, और यह बधाई डा० श्रीमाली जी और उन के योग्य संयुक्त सचिव श्री राम प्रसन्न नायक को भी है जो

[डा० गोविन्द दास]

कि हमारे मध्य प्रदेश से केन्द्रीय सरकार में आये हैं। इस बधाई का कारण यह है कि शिक्षा को, जो कि हम एक प्रधान कार्य मानते हैं, देश की उन्नति की बुनियाद मानते हैं, और जिस में हिन्दी का प्रमुख स्थान है, उस का कुछ कार्य अब शिक्षा मंत्रालय में आरम्भ हुआ है। विज्ञान आयोग स्थापित होने वाला है। हमारी पंच वर्षीय योजना और हमारी प्रगति बहुत दूर तक विज्ञान सम्बन्धी पुस्तकों पर अबिलम्बित है, और उस के लिये भारत सरकार ने अब निश्चय किया है कि वह विज्ञान आयोग स्थापित करे। मैं आशा करता हूं कि यह कार्य अबिलम्ब किया जायेगा। हिन्दी का निदेशालय स्थापित हो गया है। अभी उस के मुख्य संचालक तय नहीं हुए हैं। मैं चाहता हूं कि इस कार्य के लिये ऐसे व्यक्ति को रक्खा जाय जिस पर हिन्दी संसार को विश्वास हो।

इस के बाद सब से महत्वपूर्ण कार्य साहित्य रचना का है। उत्कृष्ट पुस्तकों के अनुवाद के लिये ४० लाख रु० रक्खे गये हैं। यद्यपि यह बहुत कम है लेकिन मैं आशा करता हूं आरम्भ इस से अच्छी प्रकार हो सकेगा। फिर यह देश बड़ा गरीब देश है, और गरीब देश के निवासियों को सस्ता साहित्य प्राप्त होना चाहिये। इधर उधर की एक एक रुपये की कुछ पुस्तकें प्रकाशित हो रही हैं, लेकिन वे बड़े उथले विषयों की हैं, अधिकांश में, कहूंगा सब तो, नहीं, उपन्यास कहानी इत्यादि हैं लेकिन शिक्षा मंत्रालय ने अब कुछ गम्भीर विषयों की भी सस्ती पुस्तकें प्रकशित करने का निर्णय किया है।

विश्व कोश का काम भी नागरी प्रचारिणी सभा के द्वारा चल रहा है। केन्द्रीय हिन्दी शिक्षकों के लिये आगरा में एक महाविद्यालय स्थापित हुआ है। मुझे मालूम हुआ है कि धर्म तथा नीति का विश्वकोष, समाजशास्त्र, का विश्व कोश और इसी प्रकार के दो और विश्व कोशों का आयोजन किया जा रहा है।

शिक्षा मंत्रालय के साथ मैं आज इस अवसर पर गृहमंत्रालय को भी बधाई देना चाहता हूं कि उन्होंने हिन्दी को नौकरियों के लिये वैकल्पिक माध्यम रखना तै कर लिया है। उस के लिए भी मेरे प्रश्न का उत्तर श्री शास्त्री ने कुछ दिन पहले दिया था जिस में उन्होंने कहा था कि सन् १९६३ से वह यह काम करने वाले हैं। मेरी प्रार्थना है कि इस में जरा जल्दी की जाए क्योंकि जिन विश्वविद्यालयों ने हिन्दी को माध्यम बना लिया है उन के विद्यार्थियों के प्रति यह एक अन्याय होगा अगर इस में देर की जाएगी।

फिर गृह-कार्य मंत्रालय ने भारतीय शासन सेवा के लिए एक हिन्दी का वैकल्पिक परचा भी रखना तै कर लिया है। इन दोनों बातों के लिए गृहमंत्रालय बधाई का पात्र है और इस के सिलसिले में मैं अन्तिम बधाई विधि मंत्रालय को भी दे दूं कि उस ने भी विधि आयोग नियुक्त करने का निश्चय किया है और वह हो भी गया है।

तो जैसा मैं ने आप से निवेदन किया, यह पहला मर्तबा है जिस समय मैं हिन्दी के कार्य के लिये भारत सरकार को, उस के गृहमंत्रालय को और उस के विधि मंत्रालय को और उस के शिक्षा मंत्रालय को बधाई देना चाहता हूं।

अब मैं कुछ और बातें कहना चाहता हूं। पहला मेरा यह निवेदन है कि शिक्षा के लिए अंग्रेजी जो अनिवार्य बनायी जा रही है, बना दी गयी है, उसकी मैं कोई आवश्यकता नहीं मानता। मैं अंग्रेजी अध्ययन के विरुद्ध नहीं हूं, पर वह हमारे बच्चों

को अनिवार्य रूप से सिखायी जाए इसका मैं कोई प्रयोजन नहीं देखता हूं।

यह कहा जाता है कि सब प्रगतिशील देशों में एक एक बाहरी भाषा पढ़ायी जाती है। अब आप देखें कि युरोप और अमरीका के जो प्रगतिशील देश हैं उन में में जो एक वैदेशिक भाषा पढ़ायी जाती है वह क्या कोई एशिया की भाषा पढ़ायी जाती है, कोई भारतीय भाषा पढ़ायी जाती है, चीनी भाषा पढ़ायी जाती है, या कोई अफ्रीकी भाषा पढ़ाई जाती है। ऐसा नहीं होता। फ्रांस की भाषा इंगलैंड में पढ़ायी जाती है, जरमनी में अंग्रेजी पढ़ायी जाती है। यानी ये जो यूरोप के देश हैं इन में जो वैदेशिक भाषायें पढ़ायी जाती हैं वे भगिनी भाषाएं पढ़ायी जाती हैं, एशिया की भारतीय या अफ्रीका की भाषाएं नहीं पढ़ायी जातीं। मैं स्वयं चाहता हूं कि इस देश में भी हमको, हिन्दी वालों को, मराठी वालों को, गुजराती वालों को, और दूसरी भाषाओं वालों को कोई दूसरी भारतीय भाषा पढ़नी चाहिए लेकिन वह हमारी भगिनी भाषा हो, बंगला, तामिल, मराठी, कन्नड़, असमिया, गुजराती, मलयालम, उड़िया, या कोई दूसरी भारतीय भाषा हो। मुझे इस में कोई आपत्ति नहीं। लेकिन जब यूरोप और अमरीका में कोई एशिया की या अफ्रीका की भाषा नहीं पढ़ायी जाती तो फिर भारत में अंग्रेजी अनिवार्य रुप से पढ़ायी जाए, यह मेरी समझ में नहीं आता। यदि हम भावनात्मक एकता इमोशनल इंटीग्रेशन लाना चाहते हैं तो हमारी भारतीय भाषाओं में से कोई भी एक भाषा पढ़ायी जानी चाहिए।

फिर इस सब का आधार भूत संस्कृत भाषा होनी चाहिये। मेरा निश्चित मत है है कि कम से कम दो वर्ष के लिये संस्कृत हमारे देश में अनिवार्य रूप से पढ़ायी जानी चाहिये। संस्कृत हमारी भारती संस्कृति की मूलाधार बनी हुई है। हमारे देश की सब भाषाओं की, कम से कम उत्तर भारत की सब भाषाओं की, वह जननी है। और दक्षिण की भाषाओं में किसी में ५० प्रतिशत, किसी में ७५ प्रतिशत शब्द संस्कृत के हैं। इसलिए संस्कृत को कम से कम दो वर्षों तक अनिवार्य रूप से पढ़ाया जाना चाहिए।

और जहां तक शिक्षा का के माध्यम का प्रश्न है, मैं इस बात की कई बार कह चुका हूं और सरकारी नीति भी यही है कि शिक्षा का माध्यम हमारे देश की भाषाएं रखी जाएं। लेकिन इधर उधर कभी कोई कमीशन मुकर्रर हो जाता है, कभी कोई कमेटी मुकर्रर हो जाती है, कभी कुछ मुकर्रर हो जाता है, कभी कुछ मुकर्रर हो जाता है और यह कह कर कि विश्वविद्यालयों को इस बात की स्वतंत्रता है, इस नीति के अनुसार काम नहीं होता। मैं यह चाहता हूं कि इस नीति के ही अनुसार काम होना चाहिए।

अब कुछ बातें मैं कहना चाहता हूं शब्दों के निर्माण के सम्बन्ध में। केन्द्रीय शिक्षा मंत्रालयों की रिपोर्ट में लिखा है कि दो लाख ६० हजार नए शब्द बनाए गए हैं। लेकिन इस में बड़ा भारी भ्रम है। वास्तव में दो लाख ६० हजार शब्द नहीं बनाए गए हैं। अनेक शब्द एक जगह के साथ दूसरी जगह पर भी रखे गए हैं। जैसे मैं एक दो दृष्टांत देकर बतलाना चाहता हूं। फिजीकल जागरफी नम्बर २ में "एबसोल्यूट" शब्द है और उस के बाद "डार्कनेस" शब्द है। लेकिन आगे चल कर जहां "डार्कनेस" का उपयोग किया गया है वहां "डार्कनेस के नीचे "एबसोल्यूट" भी रखा गया है। मतलब यह है कि यह शब्द दो जगह प्रयुक्त हुआ है। इसी तरह से "ऐक्सन" है। उस के साथ "ग्राईडिंग"

[डा० गोविंद दास]

और "मिकैनिकल" शब्द हैं। आगे चल कर "प्राइंडिंग" और "मिकैनिकल" के साथ भी 'ऐक्शन" शब्द दिया गया है। इस तरह से आप देखें तो मालूम होगा कि दो लाख ६० हजार नए शब्द की रचना नहीं की गयी है। फिर यह तो मैं ने आपको केवल फिजीकल जागरफी में से बतलाया। फिजीकल जागरफी में ऐसे अनेक शब्द हैं जो इसी तरह की दूसरी शब्दावलियों में आये हैं। मैं यह तो नहीं कह सकता कि कितने शब्द बने हैं लेकिन अगर आप हिसाब लगा कर देखें तो मेरा खयाल है कि दो लाख ६० हजार के चौथाई शब्द बने होंगे और वह भी जिसको हम पारिभाषिक शब्दावली कह सकते हैं वह नहीं हैं।

जैसे टूरिज्म की शब्दावली लीजिये उस में आप देखेंगे कि एडवरटाइजमेंट का पर्यायवाची विज्ञापन बनाया गया है। आप देखें कि यह कोई पारिभाषिक वैज्ञानिक शब्दावलि नहीं है। हम चाहते हैं कि वैज्ञानिक पारिभाषिक जो शब्दावली बनायी जाए और वे वैज्ञानिक शब्द संस्कृत से लिए जाएं जो कि हमारी भाषाओं की माता रही है और आज भी है हमारे संविधान में भी कहा गया है कि हमारी शब्दावली प्रधान रूप से संस्कृत से ही ली जाये।

इस के अलावा जहां तक साहित्य सृजन का मामला है मैं उस के बारे में एक दो बातें और कहना चाहता हूं। अभी जो पुस्तकें लिखायी जा रही हैं उनका अंग्रेजी अनवाद भी मांगा जा रहा है। मेरी समझ में नहीं आता कि जो पुस्तकें हिन्दी या अन्य भारतीय भाषाओं में लिखायी जाती हैं उनका अंग्रेजी अनुवाद क्यों होना चाहिए। वे मौलिक रूप में देखी जानी चाहिए। जैसे मलयालम के विद्वान मलयाली भाषा में लिखी पुस्तकों को देख लें, मराठी विद्वान मराठी पुस्तकों को देख लें, बंगला विद्वान बंगला में लिखी पुस्तकों को देख लें और हिन्दी के विद्वान हिन्दी में लिखी पुस्तकों को देख सकते हैं। अंग्रेजी के द्वारा इन पुस्तकों का परिचय हो यह कुछ मुनासिब नहीं मालूम होता।

अब विज्ञान के क्षेत्र में हमें विशेष कर काम करना है। उस में तीन तरह की मौलिक पुस्तकों की आवश्यकता है, अनुवाद के लिए मैं पहले ही कह चुका हूं,—एक विश्व विद्यालय स्तर की, एक माध्यमिक स्तर की और एक साधारण स्तर की। यह इस तरह होना चाहिए कि जैसे फिजिक्स, कैमिस्ट्री या बायालाजी या अन्य विषयों में से एक एक विषय के लिए लेखकों को नियुक्त किया जाए और उन से पुस्तकें लिखायी जाए और उन के लिए समय मुकर्रर कर दिया जाए कि वह अपनी पुस्तक ६ महीने के अन्दर अन्दर या एक वर्ष के अन्दर अन्दर तैयार कर दें। मैं चाहता हूं कि सन् १९६५ तक जब से कि हिन्दी पूर्ण रूप से काम में आने वाली है हम विज्ञान की पुस्तकें तैयार कर लें।

फिर हमारे वैज्ञानिक साहित्य की आवश्यकता केवल पुस्तकों के अनुवाद से ही पूरी नहीं होगी। जो गवेषणा पूर्ण लेख अंग्रेजी में, फ्रांसीसी भाषा में, रूसी में चीनी में या अन्य भाषाओं में लिखे जाएं उनका भी अनुवाद होना चाहिए और उसके लिए स्थायी वैतनिक कर्मचारियों की नियुक्ति होनी चाहिए। यदि यह न होगा तो हमारा वैज्ञानिक साहित्य अपटुडेट न रह सकेगा।

और अन्त में मैं आप से एक बात कहूंगा कि हमारा प्रयोजन तब तक सफल नहीं होगा जब तक कि हमारे देश के जन-

साधारण को अपनी भाषा में विज्ञान की और दूसरे विषयों की शिक्षा नहीं मिलेगी। इस समय ज्यादातर —हम तोते और बन्दर का काम कर रहे हैं। जिस तरह से तोता जो उसको रटा दिया जाता है, उस को कह देता है उसी तरह से हम भी जो हम को रटा दिया जाता है, उस को पढ़ देते हैं और जिस तरह से बन्दर नकल करता है उसी तरह से हम नकल करते हैं।

14 hrs.

अन्त में मैं अपने भाषण का एक उद्धरण पढ़ कर समाप्त कर दूंगा। यह उद्धरण उस भाषण में से है जो मैंने बिहार राष्ट्र भाषा परिषद् में अध्यक्ष-पद से दिया था। उस में अच्छे तरीके से मैं इस विषय को समझा नहीं सकता हूं। उस भाषण में मैं ने कहा था :—

"यदि हम वैज्ञानिक जगत में दूसरों के समकक्ष बनना चाहते हैं तो हमें स्वयं नई नई वैज्ञानिक खोजें और नए नए प्रकार के यंत्र निर्माण करने होंगे और यह सब हम पाश्चात्य जगत की जूठन से नहीं कर पायेंगे। इस के लिये यह आवश्यक होगा कि हमारा प्रत्येक श्रमिक, प्रत्येक कृषक प्रत्येक नर नारी इस बात के लिए सचेष्ट हो जाए कि जो समस्यायें उस के सामने आती हैं उन के समाधान के लिए अहर्निशं नई नई युक्तियां सोचें, नए नए यंत्र निकाले और इस प्रकार नए नए वैज्ञानिक तथ्यों का पता चलाये। आवश्यकता नवनिर्माण अथवा उत्पत्ति की जननी है। जब जीवन की चुनौती हम स्वीकार करते हैं तभी हम नए सत्य खोज निकालते हैं, नए यंत्र, नई युक्तियां बना पाते हैं। स्पष्ट है कि हम अपने देश के निन्यान्वे प्रतिशत वासियों को यह अवसर इस कारण प्रदान नहीं कर पा रहे हैं कि हम अंग्रेजी से चिपटे हुए हैं और अपने इस देश में वह भ्रम फैला रक्खा है कि जिसे अंग्रेजी नहीं आती वह किसी प्रकार की वैज्ञानिक खोज या वैज्ञानिक निर्माण नहीं कर सकता। विदेशी भाषा के माध्यम द्वारा पढ़ने के लिये अपने युवकों को मजबूत करके हम ने उनकी प्रतिभा को तो कुण्ठित कर ही दिया है, उनको रट्टू मंडूक बना ही दिया है, हमने साथ ही अपने देश के साधारण जन में भी असहायता की विचार शून्यता की प्रवृत्ति पैदा कर दी है और ज्ञान के स्रोत हर प्रकार से अवरुद्ध कर दिये हैं। हमारा आर्थिक तंत्र आज लंगड़ी चाल से चल रहा है, उस में जनता के हृदय का स्पंदन नहीं है, उस के पीछे जनबल नहीं है, इस देश का महान अपरिमित जनबल नहीं है।"

अन्त में मैं पुनः शिक्षा मंत्री महोदय को बधाई देता हूं और आशा करता हूं कि वे जो थोड़े से सुझाव मैं ने दिए हैं, उन पर विचार किया जाएगा और जो प्रगति इस संबंध में हुई है, वह प्रगति दिन दूनी और रात चौगुनी हो सकेगी।

श्रीमती लक्ष्मीबाई (विकाराबाद) : उपाध्यक्ष महोदय, आपने मुझे जो बोलने का मौका दिया है, उस के लिए मैं आप को बधाई देती हूं।

यह जो सैंट्रल सोशल वैलफेयर बोर्ड की रिपोर्ट है, यह बहुत अच्छे तरीके से पेश की गई है और इस के लिए मैं आपको बधाई देती हूं। इस में तीन बातें खास तौर पर उल्लेखनीय हैं। एक तो गर्ल्ज एजुकेशन के बारे में है और इस संबंध में कहा गया है कि इस को बढ़ाया जाएगा और दूसरी कंडेंस्ड कोर्स के बारे में है और तीसरी होस्टल एकामोडेशन के बारे में है। जो इस में हकीकत की बातें हैं, जो जरूरी बातें हैं, उनको इम्प्लेमेंट करने का मिनिस्टर साहब ने आश्वासन दिया है और कुछ को तो वह इम्प्लेमेंट भी

[श्रीमती लक्ष्मी बाई]

कर चुके हैं । इस के लिए मैं उनको तथा उन के डिपार्टमेंट को बधाई देती हूं ।

मैं मिनिस्टर साहब को इस बात के लिए भी धन्यबाद देती हूं कि उन्होंने फ्री एंड कम्पलसरी एजुकेशन के वास्ते एक कानून बनाया है और उस में जहां तक बहनों की एजुकेशन का सम्बन्ध है, सैंट पर सैंट मदद करने का वचन दिया है । मुझे खुशी है कि उन के दिल में गर्ल्ज एजुकेशन के लिए बहुत श्रद्धा है । नैशनल काउंसिल फार गर्ल्ज एजुकेशन के लिए १०० करोड़ रुपया मांगा था और मैं आशा करती हूं कि इस पर सहानुभूति से विचार किया जाएगा ।

आपने कंडेंस्ड कोर्स शुरू किए हैं बहनों के वास्ते । इस में बहनें बहुत श्रद्धा रखती हैं । एडल्ट विमेन इस में बहुत दिलचस्पी ले रही हैं और सभी स्टेट्स में इस के बारे में काफी काम हो रहा है । कंडेंस्ड कोर्स आफ ट्रैनिंग के लिए २७८ ग्रांट्स सैंकशन की गई हैं और सात हजार बहनें ट्रेनिंग पा रही हैं । जो यतीम हैं, जो गरीब हैं वे भी इस के अन्तर्गत ट्रेनिंग पा रही हैं । इन की तादाद को आपको बढ़ाना है । इस काम के लिए और अधिक पैसे की जरूरत है और मैं आशा करती हूं कि इस काम के लिए और अधिक पैसा दिया जाएगा ।

अभी एक उस तरफ बैठे हुए उड़ीसा के मैम्बर साहब ने होस्टल्ज का जिक्र किया है और कहा है कि होस्टल्ज की कमी है । भाइयों के लिए थोड़े बहुत होस्टल्ज तो हैं लेकिन बहनों के लिए तो वे भी नहीं हैं । यूनिवर्स्टी लेवेल पर कोई होस्टल ही नहीं होते हैं और अगर होते हैं तो बहुत कम । इस काम के लिए बहुत ही कम पैसा दिया जाता है । मैं माननीय सदस्य को बतलाना चाहती हूं कि उड़ीसा गवर्नमेंट ने तीसरे प्लान के लिए एजुकेशन के लिए १५ करोड़ रुपये की मांग की है । एलीमेंटरी एजुकेशन के लिए उस ने तकरीबन ११ करोड़ मांगा है, सैकेंडरी एजुकेशन के लिए २ करोड़, यूनिवर्स्टी एजुकेशन के लिए १ करोड़ और दूसरी एजुकेशनल स्कीम्ज के लिए एक करोड़ । इस तरह से सब मिला कर १५ करोड़ रुपये की मांग की है । मैं चाहती हूं कि आनरेबल मैम्बर अपनी स्टेट गवर्नमेंट को कहें कि वह ज्यादा रुपये की मांग करे और हमारे मिनिस्टर साहब तब उस पर तवज्जह करेंगे । जहां तक गर्लज होस्टल्ज का ताल्लुक है, उस पर मैं चाहती हूं काफी रुपया खर्च किया जाए ।

अब मैं आंध्र प्रदेश के बारे में कुछ कहना चाहती हूं । आंध्र प्रदेश ने तीसरे प्लान के लिए बीस करोड़ रुपया की मांग की है । अगर उस स्टेट के लिए आप इतना भी खर्च नहीं करेंगे तो वहां कोई प्रगति होने वाली नहीं है । हमारी स्टेट में दो तीन किस्म के इलाके हैं, एक उत्तर सरकार है, एक रायलसीमा है, और एक तेलांगाना है । उत्तर सरकार में ज्यादा परसेंटेज में लोग पढ़े हुए हैं, एजुकेशन जरा ज्यादा है । रायलसीमा और तेलंगाना बहुत बैकवर्ड इलाके हैं और खास तौर पर तेलांगाना तो बहुत ही बैक्वर्ड है । तेलांगाना में राजे महाराजे रहते थे और वहां पर राष्ट्र भाषा उर्दू थी । वहां पर एजूकेशन बहुत कम है और मैं रिक्वेस्ट करती हूं । कि जो बीस करोड़ रुपये की आंध्र की तरफ से मांग की गई है उसको किसी तरह से भी कम न किया जाए । मुझे मालूम है कि चार सौ करोड़ जो रुपया दिया जाना था आपको उस में भी कमी की जा रही है लेकिन मैं आप से स्पेशल तौर पर रिक्वेस्ट करती हूं कि आंध्र प्रदेश ने जो मांग की है उसको किसी भी सूरत में आप कम न करें ।

आप एक कानून औरतों की एजूकेशन को बढ़ाने के लिये बना रहे हैं, जो कि अच्छी बात है । लेकिन पैसा आप को और अधिक एजुकेशन के लिए रखना होगा । हम सात

हम सात हजार करोड़ का तीसरा प्लान बना रहे हैं। प्लानिंग कमिशन के जो लोग यहां बैठे हों उनसे मैं प्रार्थना करती हूं कि सात हजार करोड़ में चार सौ करोड़ जो एजुकेशन के लिए रखे गए हैं उसको कम करने की कोशिश न की जाए। अगर प्लानिंग कमिशन के लोग यहां पर बैठे हुए न हों तो मैं चाहती हूं कि उन तक मेरी यह बात पहुंचा दी जाए। जब पैसा कम करने की बात आती है तो दूसरी चीजों पर जो पैसा खर्च किया होता है, उसको कम करने की कोशिश नहीं की जाती, सिर्फ एजुकेशन ही उनको मिल जाता है जिस पर वे पैसा कम कर दें। हमने देखा है कि दूसरे मुल्कों में टोटल इनकम का पांच और छः परसेंट एजुकेशन पर खर्च किया जाता है लेकिन बदकिस्मती से हमारे मुल्क में हम एक परसेंट भी खर्च नहीं करते हैं। चूंकि हम एजूकेशन पर इतना कम खर्च कर रहे हैं इस वास्ते जितनी भी गड़बड़ियां हो रही हैं वे इसी का नतीजा है। जिधर भी हम देखते हैं सचाई की, भक्ति की, श्रद्धा की, ईमानदारी की कमी पाते हैं। हम पैसा यूनिवर्सटी में, स्कूल में और उनकी बिल्डिंगज में खर्च कर देते हैं लेकिन जहां पर बच्चों का करेक्टर बनता है, जिस तरह से वह बन सकता है, उस तरफ ध्यान नहीं देते हैं। बच्चे का करेक्टर बनाने की जहां तक बात है, मैं आपको बतलाना चाहती हूं कि ६० परसेंट मां अपने बच्चे का कारेक्टर बनाती है और २० परसेन्ट स्कूल में बनता है, बाकी ५ या १० परसेन्ट समाज में बनता है। बच्चों की तरक्की के लिये यह तीन इन्स्टीट्यूशन्स होने चाहियें : मां, घर और स्कूल। समाज की एजुकेशन जैसी होती है समाज भी वैसा ही होता है। मां जो घर में बन्द है उसको एजुकेशन देने वाला आज कोई नहीं है। यही वजह है कि आज बच्चों का विकास ठीक नहीं होता है और आपके यहां स्ट्राइक होते हैं, और तमाम दूसरी चीजें गड़बड़ होती हैं। देश में बेईमानी फैल रही है और हमारा सारा काम खराब हो रहा है। इसका कारण केवल मांओं का ठीक से न पढ़ना ही है। आपको आजादी प्राप्त किये हुए १२, १३ साल हो गये लेकिन बहनों के पढ़ने का परसेन्टेज कितना बढ़ा है? लड़कों और लड़कियों का परसेन्टेज स्टेट स्टेट में अलग-अलग है। यह स्टेट स्टेट में ही अलग-अलग हो यह बात नहीं है, अरबन और रूरल एरियाज में भी फर्क है। बिहार, राजस्थान और उड़ीसा में लड़कियों के पढ़ने का परसेन्टेज २ परसेन्ट से ज्यादा नहीं है प्राइमरी स्कूलों में। मिडल स्कूलों की तो बात ही क्या की जाये। अरबन एरियाज में मिडल स्कूल होते हैं। २ परसेन्ट तो अरबन एरियाज में लड़कियों की संख्या होती है, रूरल एरियाज में तो शायद वह सिफर ही होती है। मैं इस तरफ प्लानिंग कमिशन की तवज्जह दिलाना चाहती हूं कि वे कहीं पर भी काट कर दें, लेकिन एजुकेशन में कमी करने से वह घर के दरवाजे को निकाल कर बाहर फेंकने के बराबर होगा। आज देश की ईमानदारी खत्म हुई जा रही है क्योंकि स्टूडेन्ट्स को सही एजुकेशन नहीं मिल रही है यूनिवर्सिटीज और स्कूलों में। आज वहां पर विद्यार्थी ट्रान्स्लेशन पढ़ते हैं जिससे वहां की एजुकेशन बिल्कुल आर्टिफिशल हो गई है। जातीयता की दृष्टि से हिन्दुस्तान में सबसे अच्छी शिक्षा मां देती है। मारल और रिलिजस एजुकेशन मां देती है। मां के अलावा और कोई नहीं दे सकता है। और वह सही एजुकेशन दे सकती है। लेकिन मां के अच्छा बनने से ही बच्चों की शिक्षा सही हो सकती है। मुझे इस सम्बन्ध में दो तीन बातें कहनी हैं। मैं आपसे अपील करती हूं कि आज स्टेट टु स्टेट जो फर्क दिखलाई देता है उसको मिटाइये, रूरल और अरबन एरियाज का जो फर्क है उसको मिटाइये। आज देश में लड़के और लड़की का फर्क मिट जाना चाहिये। लेकिन इस चीज के वास्ते आज जितना पैसा चाहिये वह आप देने के लिये तैयार नहीं हैं। आप कहते हैं कि बच्चे आपके पास बहुत हैं और आपकी इतनी ताकत नहीं है कि आप सबके लिये

[श्रीमती लक्ष्मी बाई]

पैसा दे सकें। गर्ल्स एजुकेशन प्लैनिंग कमिशन स्टेट के हाथ में छोड़ रहा है, यह दुःख की बात है। स्टेट गवर्नमेंट के हाथ में दूसरे स्कूल हैं, लेकिन गर्ल्स एजुकेशन सीधे सेंट्रल गवर्नमेंट से सम्बन्धित होनी चाहिये। स्टेट्स आज इसकी तरफ पूरी तवज्जह नहीं देती हैं। मेरा तो मत यह है कि गर्ल्स एजुकेशन और टीचर्स की सैलरी का सम्बन्ध सीधा सेंटर से होना चाहिये।

मैं आपके सामने टीचर्स के बारे में क्या कहूं? जो लोग आज दफ्तरों में पंखों के नीचे बैठ कर काम करते हैं उनकी तन्ख्वाह ज्यादा होती है, लेकिन जो लोग आठ घंटे बच्चों के बीच में बैठते हैं, जो बच्चों को बनाना चाहते हैं, उनके लिये अपनी एनर्जी खर्च करते है, पढ़ाते-लिखाते हैं, उनके सारे शोरगुल को बर्दाश्त करते हैं और इतनी पेशेन्स से काम करते हैं, उनकी तन्ख्वाह आज ४०, ४० रु० मासिक है। यही वजह है कि आज टीचर अच्छे नहीं मिलते। इसलिये तो बच्चों को वे बन्दर ही बना पाते हैं। आज इस तरह के बुद्धू लोग आ रहे हैं। इंजीनियर बनाने के लिये साइंस वगैरह जरूरी होनी चाहिये, लेकिन जिन लोगों को आगे चल कर प्राइम मिनिस्टर बनना है, और बड़े-बड़े आदमी बनना है, उनको पढ़ाने के लिये आप कुछ नहीं कर रहे हैं स्कूल्स में लड़कियां पढ़ने आती हैं इसलिये वहां पर हर चीज अच्छी होनी चाहिये, बेस्ट टीचर्स होने चाहियें। इसी तरह से प्राइमरी स्कूलों में भी मैं कहना चाहती हूं कि लेडी टीचर्स रखी जायें। चूंकि टीचर्स को सैलरी अच्छी नहीं मिलती है इसलिये आज तहसीलों में हजारों लोग काम करने जायेंगे, लेकिन स्कूलों में काम करने के लिये कोई नहीं जाना चाहता। कई लोग तो अप्वाइंट होने के बाद लिख कर भेज देते हैं कि उनके लि सेलरी तो कम है लेकिन काम ज्यादा है। इसी लिये मैं कहती हूं और इसको नोट कर लिया जायें कि टीचर्स की सेलरी का मामला डाइरेक्ट सेंटर के नीचे होना चाहिये। साथ ही १०० रु० से कम किसी टीचर को नहीं मिलना चाहिये। हम देखते हैं कि टीचर्स की सेलरी के नियमों को कई स्टेट्स ने अब तक इम्प्लिमेंट नहीं किया है। मैं कहती हूं कि जो स्टेट्स अपने यहां के टीचर्स की सेलरी नहीं बढ़ाती हैं उनकी एड बन्द कर दी जायें। आप इस मामले में रुकावट पैदा कीजिये जिसमें वे ज्यादा देर न कर सकें। आप उनसे कहिये कि चूंकि वे टीचर्स की सैलरी बढ़ाने में इंटरेस्ट नहीं ले रहे हैं इसलिये दूसरे अमाउंट भी नहीं मिलेंगे। जब आप इस तरह से करेंगे तभी टीचर्स की सैलरी बढ़ सकेगी।

आज समय आ गया है कि रूरल एजुकेशन बढ़नी चाहिये। आप सेनिटरी इन्स्पेक्टर्स की ट्रेनिंग भी शुरू करने जा रहे हैं। इसी सिलसिले में नाइट स्कूल का मामला भी आता है। मैं आपको एक सूचना देना चाहती हूं कि आप जैसे नाइट कालेज बना रहे हैं उसी तरह से पहले हमने हैदराबाद में बनाया था। और कहीं पर भी हिन्दुस्तान में वैसा नहीं हुआ। हैदराबाद में वह कालेज पन्दरह साल से चल रहा है और बहुत अच्छा चल रहा है। इसके लिये मैं सुझाव देना चाहती हूं कि जिस तरह से आप नाइट कालेज बना रहे हैं उसी तरह से स्कूल भी होने चाहियें, लड़कियों के लिये और उनमें शार्ट कोर्सेज रखिये।

आज आप लोग रा हैन्ड्स रख कर शिक्षा का काम करवाते हैं, लेकिन बहुत से ऐसे लोग हैं जो कि इस काम में आपकी मदद कर सकते हैं और बहुत अच्छी मदद कर सकते हैं। बहुत से रिटायर्ड टीचर्स हैं जो कि आपके यहां आनरेरी काम करने के लिये तैयार हो सकते हैं। हां यह है कि उनको प्रोत्साहन देने के लिये आपको कुछ करना चाहिये। आप उनको टाइटल वगैरह दे सकते हैं जिससे उनको उत्साह हो काम करने का। आज बहुत से ऐसे आदमी बैठे हुए हैं जो कि रिटायर हो चुके हैं। वे बहुत अच्छा काम कर सकते हैं लेकिन चूंकि

उनको अच्छा काम नहीं मिल सकता है इसलिये वे बेकार बैठे रहते हैं और काम न होने के कारण उनकी तन्दुरुस्ती खराब हो जाती है और वे जल्दी ही मर जाते हैं। इसलिये मैं चाहती हूं कि आप पढ़ाने का काम रिटायर्ड लोगों से लें। अगर आप उनको रखेंगे तो पढ़ाई अच्छी हो सकेगी और बच्चों को घरों में पढ़ने की जरूरत नहीं पड़ेगी। आप बच्चों को होम साइंस सिखला दीजिये। उनको बतलाइये कि किस तरह से रहना चाहिये। अगर वह ठीक से और सफाई से रहना सीख जायेंगे तो उनकी हैल्थ अच्छी होगी और उनकी हेल्थ को ठीक रखने के लिये आपको बहुत कम पैसा खर्च करना होगा। वह पैसा आप एजुकेशन की तरफ खर्च कर सकते हैं। जब अच्छे सिटिजन्स होंगे तो वे अपनेको कंट्रोल करके रखेंगे और वे लड़ेंगे नहीं। वे बड़े होकर अगर अच्छे आदमी बनेंगे तो आपको पुलिस पर कम खर्च करना होगा क्योंकि देश में गड़बड़ी कम होगी। इस तरह से अगर हैल्थ पर कम खर्च करना होगा, पुलिस पर कम खर्च करना होगा। अगर हिन्दुस्तान में अच्छा काम होने लगे तो यह बहुत सी चीजें बेकार हो जायेंगी। अच्छा काम सही एजुकेशन से हो सकता है। अगर किसी बच्चे में कोई खराबी होती है तो सब उससे पूछने लगते हैं कि कहां पढ़ा है, कैसे पढ़ा है, किस टीचर ने पढ़ाया है। इस तरह से छोटी-छोटी बातों से एजुकेशन और एजुकेशनल इन्स्टिट्यूशन पर धब्बा आ जाता है। आज दुनिया में जो भी गड़बड़ी हो रही है सिर्फ खराब एजुकेशन की वजह से हो रही है। इसलिये मैं समझती हूं कि प्लानिंग विभाग वाले और एजुकेशन विभाग वाले यह फील करेंगे कि एजुकेशन पर ज्यादा पैसा खर्च करना चाहिये। लेकिन मैं यहां पर एक बात देखती हूं। सन् १९६१-६२ का जो बजट है वह १०२३ करोड़ रु० का है लेकिन आप एजुकेशन पर क्या खर्च कर रहे हैं। कुल १८ करोड़ रु०। लगभग १००० करोड़ में से १८ करोड़ आखिर कितना होता है? इस पर आपको बहुत ज्यादा पैसा खर्च करना चाहिये, और खुसूसन एजुकेशन के लिये जो औरतों की नेशनल कौंसिल है वह जो सुझाव देती है उनको पूरा करना चाहिये। अगर आप ऐसा नहीं कर करेंगे तो मैं समझती हूं कि आपके बच्चे और भी पन्द्रह साल तक कमजोर ही चलते रहेंगे।

श्री नरदेव शास्त्री (अलीगढ़—रक्षित-अनुसूचित जातियां) : उपाध्यक्ष महोदय, मैं अपनी बात कहने से पहले शिक्षा मंत्री जी को और उनके मंत्रालय को धन्यवाद देना चाहता हूं। बहुत वर्षों के बाद यह पहला अवसर है कि संस्कृत के सम्बन्ध में शिक्षा मंत्रालय ने काफी उदारता से काम लिया है।

आप जानते हैं कि संस्कृत भाषा को मृतप्राय कहा जाता है। लेकिन हमारे डाक्टर साहब ने उसमें कुछ ऐसी जान डाली है कि उसको अब मृतप्राय नहीं कह सकते। जितनी भारतीय भाषाएं हैं संस्कृत उनकी जननी है। मेरा तो सुझाव है मंत्री जी से कि स्कूलों में संस्कृत पढ़ाने का कुछ न कुछ समय निश्चित किया जाये और इसको कम्पलसरी किया जाये। दूसरे जो संस्कृत पढ़ाने वाले अध्यापक हों वे शास्त्री, आचार्य आदि उपाधि वाले व्यक्ति हों और उनका वेतन वही हो जो स्कूलों और कालिजों में अंग्रेजी पढ़ाने वाले अध्यापकों और प्राध्यापकों का होता है। इसी तरह से मेरा सुझाव है कि जो प्रश्न पत्र संस्कृत में आयें उनका उत्तर भी संस्कृत या हिन्दी या प्रादेशिक भाषाओं में हो, अंग्रेजी में न हो। अगर ऐसा किया जायेगा तो मेरा विश्वास है कि जो संस्कृत के बारे में यह धारणा है कि यह सब भाषाओं की जननी होते हुए भी मृतप्राय है यह धारणा दूर हो जायेगी। इसके लिये, जैसा कि कहा गया है, बहुत कम पैसा रखा गया है। मेरा सुझाव है कि संस्कृत के प्रचार और विस्तार के लिए कम से कम एक करोड़ रुपया रखा जाये।

दूसरी बात मैं माननीय मंत्री जी से यह निवेदन करना चाहता हूं कि अनेकों वर्षों से

[श्री नरदेव स्नातक]

प्रयत्न करने के बाद भी हम उन गुरुकुलों को जो प्राचीन पद्धति से शिक्षा देते हैं काफी सहायता नहीं दे पाये हैं, उनकी उपेक्षा होती रही है । जो तीसरी पंचवर्षीय योजना हमारे सामने आने वाली है उसमें गुरुकुलों के लिए कुछ रुपया रखा गया है । मैं समझता हूं कि वह रकम दस लाख है । यह रकम हमारे देश के गुरुकुलों के लिए काफी कम है । उनकी शिक्षा का स्तर काफी ऊंचा है । इसलिए जो पैसा यानी दस लाख रखा गया है वह कम है । इसमें कुछ न कुछ वृद्धि करनी चाहिए । मेरा सुझाव है कि गुरुकुलों के लिए कम से कम ५० लाख रुपया रखना चाहिए । ये जो गुरुकुल हैं इनकी पुरानी शिक्षा पद्धति है जिसमें शिक्षा के साथ-साथ सदाचार पर अधिक ध्यान दिया जाता है । शिष्य गुरुओं के साथ रहते हैं और शिष्यों का गुरुओं का ज्यादा से ज्यादा सम्पर्क रहता है । इससे उनको शिक्षा भी अच्छी मिलती है । अगर गुरुकुलों को आर्थिक सहायता दी गयी तो हम उस पुरानी शिक्षा पद्धति को कायम रखने में सफल होंगे ।

14.23 hrs.

[MR. SPEAKER *in the Chair*]

अंग्रेजों के राज्य में यह पद्धति समाप्तप्राय थी । स्वराज्य होने के बाद इसमें कुछ जान आयी और हम कह सके कि हमारी भी एक पुरानी शिक्षा पद्धति है । इसलिए गुरुकुलों के लिए और स्कूलों में संस्कृत का प्रचार और विस्तार करने के लिए कम से कम एक करोड़ रुपया तो रखना ही चाहिए ।

इसके बाद मैं मंत्रालय को जो उसने हिन्दी के सम्बन्ध में प्रयत्न किया है उसके लिए धन्यवाद देना चाहता हूं । मैंने देखा है कि कुछ ही वर्षों में मंत्रालय ने इस दिशा में काफी प्रयत्न किया है और नागरी प्रचारिणी सभा में एक विश्वकोष का भी निर्माण कराया जा रहा है । एक भाग पूरा हो चुका है और दूसरे भाग की तैयारियां हो रही हैं । उसके लिए मैं मंत्रालय को धन्यवाद देता हूं । परन्तु इन कामों में काफी ढील हो रही है । इनमें शीघ्रता की जाये ।

वैज्ञानिक शब्दावली का निर्माण किया गया है लेकिन जैसा कि सेठ गोविन्द दास जी ने कहा, उनकी संख्या बढ़ाकर बतायी जाती है । मेरा मंत्रालय से निवेदन है कि वह इस दिशा में तेजी से प्रयत्न करे और विश्वकोष की इस समय देश को बड़ी आवश्यकता है । इसको शीघ्र से शीघ्र तैयार कराना चाहिए जिससे हिन्दी के प्रसार और विस्तार के लिए उनका उपयोग किया जा सके ।

इसके साथ ही साथ मैं यह निवेदन करना चाहता हूं कि सेंट्रल गवर्नमेंट के जो मंत्रालय हैं उनमें जो हिन्दी के शिक्षक हैं उनकी संख्या काफी कम है । मंत्रालय काफी हैं और उनमें काम करने वालों की काफी संख्या है । अगर पढ़ाने वाले थोड़े हों और पढ़ने वाले ज्यादा संख्या में हों तो बड़ी कठिनाई होती है । तो मेरा निवेदन है कि इस दिशा में भी प्रयत्न किया जाये और इन अध्यापकों की संख्या बढ़ायी जाये । ऐसा करने से जो मंत्रालयों के कर्मचारी हिन्दी पढ़ना चाहते हैं उनका भी कार्य होगा और साथ ही जो हमारा उद्देश्य है कि सन् १९६५ तक हिन्दी राष्ट्रभाषा के पद पर पूरी तरह आ जाये वह भी पूरा हो जायेगा । इस ओर भी शिक्षा मंत्रालय को ध्यान देना चाहिए ।

इसके साथ ही साथ विश्वविद्यालय अनुदान आयोग को कुछ सुझावों के बारे में भी कह देना चाहता हूं । विश्वविद्यालय अनुदान आयोग ने यह कहा है कि जो उच्च-स्तरीय शिक्षा देने वाले विश्वविद्यालय हैं उसमें काफी भीड़भाड़ हो रही है । आप जानते हैं कि जो विद्यार्थी माध्यमिक स्कूलों से पढ़ कर निकलते हैं उनके पास किताबी ज्ञान के सिवा और कुछ चीज नहीं होती, उनको किसी कलाकौशल या

धन्धे की शिक्षा नहीं होती । वे केवल किताबी ज्ञान ग्रहण कर लेते हैं । ये लोग विश्वविद्यालयों में जाने की कोशिश करते हैं और इस कारण विश्व विद्यालयों में काफी भीड़ हो रही है और इस कारण शिक्षा का स्तर नीचे गिर रहा है और इस भीड़भाड़ के कारण ही अनुशासन-हीनता भी बढ़ रही है । विश्वविद्यालय अनुदान आयोग ने तो यह भी कहा है कि योग्य अध्यापकों के अभाव के कारण ही हमारे विद्यार्थियों में अनुशासनहीनता फैल गयी है । लेकिन इसका कारण भी तो विश्वविद्यालय ही हैं । वे यदि योग्य अध्यापक रखें तो योग्य विद्यार्थी बनें और अनुशासन में भी रहें । बात यह है कि विश्व विद्यालयों से जो अच्छे विद्यार्थी निकलते हैं वे अन्य सरकारी नौकरियों में चले जाते हैं और व्यावसायिक फर्मों में चले जाते हैं क्योंकि उनको वहां अच्छा वेतन मिलता है और उनकी इज्जत भी होती है । वे पढ़ाने के काम में नहीं जाना चाहते क्योंकि वहां वेतन बहुत कम मिलता है । जो व्यक्ति विश्वविद्यालय से निकलते हैं उनका ध्यान यही होता है कि हम ज्यादा से ज्यादा पैसा कमा लें और कम से कम काम करें । तो विश्वविद्यालय अनुदान आयोग का यह कहना है कि हमको चाहिए कि हम इसमें कुछ बन्दिश लगायें । उन्होंने तो यहां तक कहा है कि अमरीका जैसे देश में जहां कि शिक्षितों का प्रतिशत ९५ जितना है, वहां एक हजार व्यक्तियों के पीछे १७ व्यक्ति विश्वविद्यालयों में जाते हैं, जबकि हिन्दुस्तान में जहां ३५ प्रतिशत शिक्षित है वहां एक हजार के पीछे २.५ व्यक्ति विश्वविद्यालय में जाते हैं । इस तरह से देखा जाये तो हमारे देश में शिक्षा का विस्तार कम है । अंग्रेजी राज्य में तो बहुत कम था । स्वराज्य के बाद इस दिशा में काफी प्रयत्न किया गया है । तो आज की स्थिति में हमें विश्वविद्यालयों में भीड़भाड़ को रोकने के लिए प्रयत्न करना ही पड़ेगा ।

दूसरी बात मैं यह कहना चाहता हूं कि हमारे बच्चों में अनुशासन हीनता बहुत बढ़ गयी है और उसका कारण यह है कि यूनियन्स और दूसरी संस्थाओं के चुनाव । इसके अतिरिक्त कुछ राजनीतिक पार्टियां भी स्कूलों और कालिजों के विद्यार्थियों और अध्यापकों से चुनावों में सहयोग लेती हैं । मेरा निवेदन है कि दलगत राजनीति से विद्यार्थियों और अध्यापकों को दूर रखना चाहिए । मेरा तो यहां तक कहना है कि अध्यापकों को तो कम से कम विधानसभा के और पार्लियामेंट के चुनाव में भाग नहीं लेना चाहिए । यदि अध्यापक और प्राध्यापक दलगत राजनीति से दूर रहेंगे तो बच्चों में अनुशासन की भावना बढ़ेगी और पढ़ने लिखने में ध्यान देंगे । जो सुझाव विश्वविद्यालय अनुदान आयोग ने दिये हैं वे बहुत महत्वपूर्ण हैं और उन पर अमल होना चाहिए । मेरा शिक्षा मंत्रालय से कहना है कि उन चीजों के विस्तार के लिए ज्यादा रुपया रखना चाहिए ।

एक बात जो कि हमारे कुछ साथियों ने कही है वह यह है कि इस समय देश के अन्दर धार्मिक भावना का अभाव है । जब तक शिक्षकों में या विद्यार्थियों में धार्मिक भावना नहीं होगी तब तक वे सच्चे अर्थों में शिक्षक या विद्यार्थी नहीं कहे जा सकते । यह कहा जाता है कि हमारा देश धर्मनिरपेक्ष है । यह ठीक है लेकिन धार्मिक शिक्षा की जरूर आवश्यकता है ।

सदाचार की शिक्षा का भी कम महत्व नहीं है । सदाचार के भी स्कूलों और कालेजों में नम्बर गिने जाने चाहियें । अगर इसके भी नम्बर दिये गये और इस आधार पर उनको पास और फेल किया जायेगा तो लोग समझेंगे कि उनको अनुशासन में रहना चाहिये, उनको पढ़ना सिखना चाहिये । सदाचार और धर्म की शिक्षा भी अगर दी जाये तो हमारा काम चल सकता है । बिना इन विषयों की शिक्षा दिये हुए हमारी जो शिक्षा है वह अधूरी ही रहने वाली है । शिक्षा में सदाचार के अंकों का और धर्म के अंकों का समावेश अत्यावश्यक है ।

[श्री नरदेव स्नातक]

अध्यापकों के वेतन जो बढ़ाये गये हैं तथा इनको बढ़ाने के लिए जो रुपया रखा गया है उसके लिए माननीय मंत्री जी बधाई के पात्र हैं। कुछ न कुछ इस दिशा में प्रयत्न किये जा रहे हैं। जो रिपोर्ट हमारे सामने आई है, इसमें चौदह करोड़ रुपये तृतीय योजना में अध्यापकों के वेतन बढ़ाने के लिए रखे गये हैं। चार सूबों में ५५ से ले कर ६५ रुपये तक का वेतन है, पांच राज्यों में ६५ से ले कर ७५ रुपये तक का वेतन है और शेष चार राज्यों में ७५ से अधिक का वेतन है। इस तरह से पता चलता है कि शिक्षा मंत्री महोदय ने कुछ वेतनों में वृद्धि की है। यह बहुत अच्छी बात है। मैं आशा करता हूं कि अध्यापकों के वेतनों पर, जिन पर कि राष्ट्र के भावी निर्माता तैयार करने का उत्तरदायित्व है, सहानुभूतिपूर्वक विचार किया जायेगा। सरकार कहती है कि जो बच्चे स्कूल और कालेजों में पढ़ते हैं, वे राष्ट्र के निर्माता होने जा रहे हैं। जब ये राष्ट्र के निर्माता होने जा रहे हैं तो इन निर्माताओं को जो बनाने वाले हैं, उनको ही खाना नहीं मिलेगा, कपड़ा नहीं मिलेगा, रहने के लिए मकान नहीं मिलेगा तो कैसे वे इन निर्माताओं को बना सकेंगे। ऐसी दशा में मैं आशा करता हूं कि अध्यापकों के मामले में कुछ न कुछ अवश्य किया जायेगा और शीघ्र ही किया जायेगा।

अन्त में मैं इतना ही निवेदन करना चाहता हूं कि संस्कृत के प्रसार और प्रचार के लिए अधिक कोशिश की जाये और गुरुकुलों की ओर अधिक ध्यान दिया जाये। गुरुकुलों में जो शिक्षा दी जाती है वह जो भारतीय संस्कृति है, उसका आधार है, मूलाधार है और इस शिक्षा पद्धति की ओर ध्यान दे कर हम अपने देश को ऊंचा उठा सकते हैं, देश को आगे बढ़ा सकते हैं।

साथ ही साथ मैं यह भी चाहता हूं कि गुरुकुलों के लिए जो १० लाख रुपया रखा गया है, इसमें वृद्धि की जाये, इसको कम से कम ५० लाख किया जाये और संस्कृत के प्रसार के लिए कम से कम एक करोड़ रुपया रखा जाये और हिन्दी और संस्कृत के लिए पांच करोड़ की कम से कम व्यवस्था की जाये। यदि यह किया जायेगा तो जरूर शिक्षा मंत्री जी और भी अधिक धन्यवाद के पात्र होंगे।

Some Hon. Members *rose*—

Mr. Speaker: Hon. Members should make up their mind. If I call them now and if they want me to call them on some other demands, I am not prepared. There is a complaint that the same set of Members speak on all the demands, in the general discussion, on the President's Address, etc. Except for special spokesmen of groups, I want to distribute the opportunity to speak as much as possible. Let them make up their mind. If they speak now, they must be prepared to forego their chance on other demands.

श्रीमती जयाबेन शाह (गिरनार) : अध्यक्ष महोदय, शिक्षा मंत्रालय पर बोलने का जो आप ने मुझे अवसर दिया है, उस के लिये मैं आप को बधाई देती हूं।

हम देखते हैं कि सिलेबस के अतिरिक्त एजुकेशन में जो भी त्रुटियां हमें नजर आती हैं और जैसे जैसे नजर आती हैं, वैसे वैसे उन को दूर करने का हम प्रयत्न करते हैं। जब जब सिलेबस में कोई परिवर्तन करने की बात आती है तो वैसा भी हम लोग करते हैं। जैसे जैसे हम त्रुटियों को देखते हैं, वैसे वैसे नई नई स्कीमें भी शुरू करते जाते हैं। अभी यहां कहा गया है कि स्टुडेंट्स में सर्विस की स्पीरिट का अभाव है और जो उन का मारेल स्टैंडर्ड है, वह गिर रहा है। इस तरह की चीजें जब नजर में आती हैं तो नई स्कीम बना कर उस की पूर्ति करना चाहते हैं। नैशनल डिसिप्लिन स्कीम हम

ने चलाई, नैशनल सर्विस स्कीम हायर एजुकेशन के बाद आने वाली है और मारल और रिलिजस एजुकेशन की भी एक स्कीम बनने वाली है। इस के बारे में कमेटी बनाई गई है। उस ने कुछ सिफारिशें भी की हैं। इस संबंध में मेरी प्रार्थना यह है कि सारे का सारा जो सिलेबस है, सारे का सारा जो करिकुलम है, इस को फिर से देख लिया जाय और कैसे ऊंचे दर्जे की एजुकेशन दी जा सकती है, इस पर पूरी तरह से विचार करने के बाद, और त्रुटियों को निकालने के बाद एक पूरी स्कीम बनाई जाय और जिस तरह से ह्यूमन परसनेलिटी इंटिग्रेटिड होती है, उसी इंटिग्रेटिड पर सनेलिटी के तौर पर एजुकेशन भी हो तो अच्छा रहेगा। आज जो कोसिस हैं, उन से सभी बीमारियां पैदा होती हैं। उन बीमारियों को कैसे दूर किया जाय, उस पर काफी कीमत नियुक्त कर के देखना चाहिये।

माननीय सदस्यों ने एलीमेंटरी एजुकेशन के बारे में अपने विचार प्रकट किये हैं। इस एलिमेंटरी एजुकेशन के बारे में हमारी कुछ कांस्टीट्यूशनल आब्लीगेशन्ज हैं। इन आब्लीगेशन्ज को पूरा करने के लिये हमें देखना होगा यहां पर अच्छे से अच्छे कीमत में तैयार कर डालें मगर इन स्कीमों को एम्प्लेमेंट करने की जिम्मेदारी स्टेटेस पर आती है। यह कांस्टीट्यूशनल प्रावीजन है। स्टेटों में हम देखते हैं कि जितना महत्व इस काम को दिया जाना चाहिये उतना महत्व वे नहीं देती हैं। पोर्टफोलियो को भी देखें तो हमें पता चलेगा कि एजुकेशन को जितना महत्व दिया जाना चाहिये, नहीं दिया जाता है। यह पोर्टफोलियो किसी जूनियर मिनिस्टर को दे दिया जाता है। यहां पर जो मिनिस्ट्री में लोग हैं, जो स्टाफ है, उस की इस बारे में काफी दिलचस्पी है और वे ऐसे लोग हैं जोकि काम को आगे बढ़ा सकते हैं। मगर स्टेट्स में आप जायें और देखें तो पता चलेगा कि आज अगर कोई रेवेन्यू सेक्रेटरी है तो कल उस को एजुकेशन सेक्रेटरी बना दिया जाता है, आज कोई होम सेक्रेटरी है, तो कल उस को एजुकेशन सैक्रेटरी बना दिया जाता है। यह जो एजुकेशन की बात है यह एकेडमिक है, सिर्फ एडमिनिस्ट्रेशन की बात नहीं है।

आज देखा जाता है कि जो स्कीमें यहां से जाती हैं, वे वहां जाते जाते, दूसरे ही ढंग की हो जाती हैं, उन का रूप ही बदल जाता है। उन का जो कंटैंट है वह ही बदल जाता है। मैं चाहती हूं कि इस ओर आप का ध्यान जाय। इस सम्बन्ध में स्टेटों का ठीक तरह से मार्गदर्शन किया जाना चाहिये।

एलीमेंटरी एजुकेशन जैसाकि माननीय सदस्यों ने कहा है, डेमोक्रेसी में बहुत जरूरी है। हम पर यह एक आब्लीगेशन है, मारल भी और कांस्टीटेयूशनल भी और साथ ही साथ नैशनल भी। इस में जो हम ने दिलचस्पी ली है, जो उन्नति की है और जहां हम पहुंचे हैं, वह कम नहीं हैं। काफी सकसेस हम ने इस मामले में हासिल की है। लेकिन मुझे खेद के साथ कहना पड़ता है कि जो परसेंटेज हम ने हासिल किया है, उस में लड़के ही अधिक हैं और लड़कियों की संख्या बहुत कम है। जो लड़कियां शालाओं में आई हैं, वे बहुत ही कम संख्या में आई हैं। बहुत बड़ी तादाद लड़कियों की है जोकि शालाओं में नहीं आती हैं। विमेन नैशनल काउंसिल ने जो सिफारिश की थी विमेन की एजुकेशन के बारे में उस के अनुसार अगर हम लड़कियों को शालाओं में लाना चाहते हैं और ८० परसेंट का जो हम ने टारगेट रखा है, उस को अचीव करना चाहते हैं तो वह इस धीमी गति से हम प्राप्त नहीं कर सकते हैं। जिस तरह से आज हम चल रहे हैं अगर उसी तरह से चलते रहे तो वह टारगेट कभी भी हासिल नहीं हो सकता। आज भी देखा जाता है कि देहातों में, रूरल एरियाज में लड़कियों को मुश्किल से शालाओं में भेजा जाता है। उन में इतनी हिम्मत भी नहीं होती है कि

[श्रीमती जयाबेन शाह]

वे भेजें और ग्रौथोंडोक्स भी उन में है । इस वास्ते मैं चाहती हूं कि लड़कियों के बारे में आप कोई खास प्रबन्ध करें । यह बहुत जरूरी है । प्लानिंग कमिशन ने जो रकम मंजूर की है, देखने में आ रहा है, कि अब उस में भारी कट हो जायगा । एलीमेंटरी एजुकेशन जो है और जो विमेन्ज एजुकेशन है, उस के लिये जो रुपया रखा गया है, जो प्रोग्राम इन्ट्रा ऐक्ट किये गये हैं, उन के पैसे को बहुत काटा गया है और अब मैं समझती हूं कि जो हमारा मकसद है, वह कभी भी पूरा नहीं होगा । ८० परसेंट का जो टारगेट आप ने रखा है, वह हासिल नहीं हो सकेगा, वह काफी नीचा रह जायगा । अगर हम कांस्टीट्यूशनल आबलीगेशन को पूरा करने के ख्वाहिशमन्द हैं तो विमेन्ज एजुकेशन पर हम को खास तौर से ध्यान देना होगा ।

हमारी बहनें जो देहातों में काम करती हैं, उन के लिये क्वार्टरों का खास तौर से हमें प्रबन्ध करना होगा । यह बहुत आवश्यक है । आज बहनें पढ़ती तो हैं, लेकिन वे पढ़ाने के लिये रूरल एरियाज में जाना पसन्द नहीं करती हैं और न ही जाती हैं । उन को, जैसे कुछ क्षेत्रों में इंसैंटिव बोनस दिया जाता है, अगर कोई बोनस के तौर पर चीज दी जाय तो वे जाने के लिये तैयार हो सकती हैं और हमारा कार्य आगे बढ़ सकता है ।

आज देखने में आता है कि जब भी कोई काम फालतू करवाना होता है तो टीचर्ज के जरिये करवा लिया जाता है । अभी हाल में ही सैंसस चला था उस काम के लिये टीचर्ज को लगा दिया गया । अगर कोई स्टेटिसटिक्स इकट्ठा करने की बात आती है, तो इन को इस काम करने के लिये कह दिया जाता है । अगर लाइव स्टाक की गिनती करने की बात होती है, तो यह काम भी उन को सौंप दिया जाता है । हमारा अनुभव है कि हाल में जो सैंसस हुआ है उस में ५० परसेंट टीचर्ज लगा लिये गये थे और इन दिनों में शालायें करीब करीब बन्द सी रही थीं जिस का नतीजा यह हुआ कि बच्चों की पढ़ाई नहीं हुई । मैं यह नहीं कहती कि उन को सैंसस के काम में नहीं लगाया जाना चाहिय । मगर हर काम में ही उन को लगा दिया जाता है । ऐसा नहीं होना चाहिय । टीचर्ज का काम यही है कि बच्चों को अच्छी से अच्छी शिक्षा दें, यही उन का प्राइमरी फंकशन है एंड इट इज दी ओनली फंकशन । यह चीज साफ़ हो जानी चाहिये । जब हम एलिमेंटरी एजुकेशन को आग बढ़ाना चाहते हैं तो उस के साथ मैं बेसिक एजुकेशन की बात इसलिये कह रही हूं कि हमारी एलिमेंटरी एजुकेशन बेसिक एजुकेशन में होने वाली है, ऐसा हम को बतलाया गया है । मैं समझती हूं कि आजकल बेसिक एजुकेशन जिस तरीके से चल रही है, उस में उस का जो कन्टेन्ट है उसे हम भूलते जाते हैं । यह हो सकता है कि हम पूरा सामान न दे सकें, हो सकता है कि जितनी सुविधा उस के लिये चाहियें वह हम आज न दे सकें, लेकिन उस का जो कन्टेन्ट है कि हम बच्चों को किस तरह हैन्डल करें, उन को कैसा हम को बनाना है, उस के बारे में हमारे बीच में पूरी सफाई नहीं है । इस बारे में हम एक तरह से नहीं सोचते हैं, और इसलिये मैं समझती हूं कि यहां जो बेसिक एजुकेशन इन्स्टिट्यूट बनाया गया है उस को इस की जिम्मेदारी दी जाय कि ऐसा लिटरेचर प्रोड्यूउस करे, ऐसी रिसर्च करे जिस से सारे देश को लाभ मिले । आज जो काम चल रहा है उस में सुलभ उद्योगों के ऊपर कुछ और रिसर्च हो रही है । ठीक है, होनी चाहिये, लेकिन इस से आगे कुछ और करना है जिस से सही माने में वह हमें हेल्पफुल हो सकें ।

हायर एजुकेशन के बारे में और बहुत

सी बातें हो रही हैं। हमें इस की चिन्ता जरूर करनी चाहिये लेकिन जितनी चिन्ता एलिमेंटरी एजुकेशन की होनी चाहिये उतनी करने की जरूरत नहीं है। हायर एजुकेशन कभी भी यूनिवर्सल एजुकेशन नहीं बन सकती है। यहां ही नहीं, दुनिया भर में यह बात नजर नहीं आती है। हमें दूसरे देशों का जो परसेन्टेज बतलाया गया है उस से वे कहते हैं कि हम निराश हैं हमें निराशा नहीं है वह कहते हैं कि विदेशों में १,००० के पीछे कुल ३५ बच्चों को हायर एजुकेशन मिल सकती है, हमारे यहां केवल २ परसेन्ट को मिल सकती है। लेकिन यह हमारे लिये कोई निराशा की बात नहीं है। मगर मैं एक बात साफ करवाना चाहती हूं। हायर एजुकेशन का मकसद आज साफ नहीं है कि वह धन्धों के लिये हैं या स्टेडी के लिये हैं। मेरी समझ में यह बात नहीं आती है। टेकनिकल एजुकेशन के लिये तो बात साफ हो गई, लेकिन जो आर्ट्स कालेज चल रहे हैं, हमें उन के बारे में सोचना है। उन के सम्बन्ध में यह सोचा जा रहा है कि इवनिंग कालेज चलाये जायें, हो सके तो रात में भी चलायें, एक्स्टर्नल डिगरीज के लिये चलायें। मैं तो यह सुन कर दंग रह जाती हूं कि आखिर हम क्या करना चाहते हैं। हम बच्चों को क्या बनाना चाहते हैं। जहां तक आर्ट्स की बात है उस में ह्यूमैनिटीज का अभ्यास होता है, लेकिन आर्ट्स में लड़के कुछ अभ्यास भी नहीं कर रहे हैं और कुछ सीखते भी नहीं हैं। बाहर जाकर वे कुछ पैदा नहीं करते हैं और अनएम्प्लायमेंट बढ़ रहा है। अगर डिगरी वितरित करना ही मकसद है तो उस का रास्ता दूसरा हो सकता है, लेकिन अगर बच्चों को विद्याधन देना है तो उस का रास्ता यह नहीं है। इस के बारे में शिक्षा मंत्रालय को बिल्कुल साफ हो जाना चाहिये। ज्यों ज्यों इस तरीके से हम आगे बढ़ेंगे उस से डिसकन्टेन्ट ज्यादा होंगी और बच्चों में इन्डिसिप्लिन बढ़ेगी, और जिन को हम पढ़ायेंगे वे हमारे खिलाफ हो कर रहेंगे जिस से उन की लाइफ में फ्रस्ट्रेशन आयेगा।

अब मैं मीडियम के बारे में कहना चाहती हूं। कई सालों से इस पर चर्चा हो रही है। मेरी समझ में नहीं आता कि क्यों इस की इतनी बात की जाती है। यह एक बिल्कुल सीधी सादी बात है जिस पर कोई डिफरेंस आफ ओपीनियन होने का सवाल नहीं है। सारे विश्व में ऐसा ही चल रहा है कि जिस की जो भाषा है, जो वह बोलता है, जो अपने साथ आत्मसात हो गई है, उस से अच्छा ज्ञान प्राप्त हो सकता है। जितना आप की मातृ भाषा में हो सकता है उतना विश्व की किसी और भाषा में नहीं हो सकता। इस में कोई नई बात नहीं है। लेकिन मुझे कहने में थोड़ा रंज होता है। यूनिवर्सिटी ग्रान्ट्स कमिशन ने जो वर्किंग ग्रुप बनवाया था, उन्होंने जो सिफारिशें की हैं उन को मैं ने देखा है, लेकिन जो कुछ पेपर्स में आया है वह वैसे ही है, जैसा कि मैकाले के बारे में हम ने सुना है, यह उसी मेन्टेलिटी को बतला रहा है। मैं समझती हूं कि इस से हमारा काम नहीं चल सकेगा। जब मीडियम के बारे में कभी बोलते हैं तो ऐसा लगता है कि हम अंग्रेजी के खिलाफ हैं। हम कभी अंग्रेजी के खिलाफ नहीं हैं, लेकिन इंग्लिश सब्जेक्ट के तौर पर सिखाई जाय और अच्छी तरह सिखाई जाय, बच्चे उस को जितना अधिक सीखें उतना ही अच्छा है। लेकिन मीडियम का सवाल एक अलग चीज है। मीडियम के बारे में रीजनल लैंग्वेज को ऐडाप्ट करने में जितनी डिले होती है उस से हमारे राष्ट्रीय धन, हमारे बच्चों को, बहुत नुकसान पहुंच रहा है। बच्चों को उसी में पढ़ाना चाहिये, यह बात स्पष्ट है कि अगर आप यह चीज उन लोगों के ऊपर छोड़ दीजिये तो वे अब इंग्लिश मीडियम लेने को तैयार नहीं हैं। मैं मानती हूं कि इस के लिये बहुत से बहाने बनाये जाते हैं एक बहाना टेक्स्ट बुक्स का है, एक बहाना यह है कि स्टेन्डर्ड गिर रहा है। किस का स्टेन्डर्ड

[श्रीमती जयाबेन शाह]

गिर रहा है ? स्टेन्डर्ड कहां है ? मैं मानने के लिये तैयार नहीं हूं कि कहीं पर आज स्टन्डर्ड है । आप बड़े पैमाने पर एजुकेशन चलाना चाहते हैं, मास एजुकेशन लागू करना चाहते हैं तो इस की चिन्ता करने की कोई जरूरत नहीं है । लोग खुद हमारे पास आयेंगे । जिन को डिमोक्रेसी का अधिकार दिया गया है और उस का जो उपयोग करते हैं उन की ओर हमें देखना चाहिये । जैसा डा० गोविन्द दास ने बतलाया टेक्स्ट बुक्स के सम्बन्ध में अगर मौलिक कार्य हो सके तो सब से अच्छी बात है, और अगर न हो सके तो किताबों का तर्जुमा कर के, ओरल बता कर के इस चीज को जल्दी से जल्दी इम्प्लिमेंट करना चाहिये, नहीं तो मैं समझती हूं कि हायर एजुकेशन कहीं नहीं रहेगी । यह समझ लेना चाहिये कि इस में आज किसी की दिलचस्पी नहीं है कि अंग्रेजी को मीडियम रक्खा जाय ।

इस के बाद मैं एक बात और बतला दूं कि जो हमारी सेंट्रल ऐडमिनिस्टर्ड यनिवर्सिटीज हैं, जैसे बनारस हिन्दू यूनिवर्सिटी और अलीगढ़ मुसलिम यूनिवर्सिटी या दूसरी यूनिवर्सिटीज हैं, उन को यहां से मदद दी जाती है । जहां तक सेंटिमेंट की बात है, मैं किसी के सेंटिमेंट या फीलिंग को अफेन्ड नही करना चाहती, लेकिन जब हम सेंटर की ओर से कोई काम चलाना चाहते हैं तो उस में हमारा कोई आब्जेक्टिव होना चाहिये, कोई तस्वीर होनी चाहिये कि हमारी यूनिवर्सिटीज से जो विद्यार्थी निकलेंगे वे ऐसे होंगे, ऐसे होंगे । लेकिन आज हम क्या देखते हैं । दूसरी यूनिवर्सिटीज जो हैं उन के मुकाबले में इन यूनिवर्सिटीज में कोई खास बात नहीं है । पुराने दिनों में जो बात थीं, जैसे कि मालवीय जी के दिनों में, उन दिनों में जो गौरव इन को प्राप्त था, वह आज नहीं है । आज उनको अच्छे से अच्छे बनना चाहिये इसी तरह से पैसा देते जाने में और उन का स्तर ऊंचा न करने से कोई फायदा नहीं है ।

अभी मैं सुन रही हूं कि रूरल हायर एजुकेशन के बारे में थर्ड प्लेन के अन्दर खास प्राविजन रखा गया है । जो सेंट्रली स्पांसर्ड स्कीम है उन पर आप पैसा लगाइये । लेकिन बहुत सी रूरल हायर एजुकेशन की स्कीम्स हैं वे अच्छी हैं । हमें इस कंटेक्स्ट में चीजों को देखना चाहिये । हम अगर बिना कंटेक्स्ट के चीजों को देखेंगे तो कोई प्रोग्राम हमारा पूरा नहीं होगा । आखिर एलिमेंटरी एजुकेशन के बारे में बच्चों की, जो कट आने वाला है उस के बारे में माननीय सदस्यों ने चिन्ता व्यक्त की है कि इस में क्या होने वाला है । एलिमेंटरी एजुकेशन के बारे में हमारा प्रथम फर्ज है कि कोई कट आने से पहले उन लोगों का ध्यान करे जिन पर इस का प्रभाव पड़ेगा । अगर हम डिमाक्रेसी को चलाना चाहते हैं, अगर जो हमारे मास्टर्स हैं हम उन को एजुकेट करना चाहते हैं, तो मैं कहूंगी कि डिमाक्रेसी का सक्सेसफुल होना इसी बात पर निर्भर है कि जो कट प्लेनिंग कमिशन की तरफ से मिनिस्ट्री आफ एजुकेशन पर आने वाला है वह न हो सके । यह सदन एक राय है इस मामले में, और जो माननीय सदस्य इस बारे में बोले हैं मैं भी उन से सहमत हूं।

आखिरी चीज सोशल वेलफेअर के बारे में है । उस का जो काम चल रहा है उस से बहुत से लोग नाराज हैं और उस का क्रिटिसिज्म भी करते हैं कि हमारा जो एक्स्पेक्टेशन है उतना काम नहीं हो सकता है । या जो सोशल वेलफेअर बोर्ड ने जो काम किया है उस की रिपोर्ट की बहुत टीका की गई है । मैं समझती हूं कि उन के पास जो मेटीरियल है उन से वे जो काम कर रहे हैं उस को देखें । रूरल एरियाज में जो अनपढ़ बहनें काम कर रही हैं उन्होंने एक हद तक एक वायुमंडल बनाया है, और यह आपके समझने की बात है । दे रिक्वायर ए लिटल मोर सिम्पेथी ।

मैं ने जो सुझाव दिये हैं, मैं समझती हूं कि माननीय मंत्री महोदय उन पर ध्यान देंगे ।

श्री पद्म देव (चम्बा): माननीय अध्यक्ष जी, इस समय देश के अन्दर जिस प्रकार शिक्षा

के विस्तार का प्रयत्न किया जा रहा है उसको देखते हुए यह कहा जा सकता है कि इस विभाग ने इस दिशा में पर्याप्त उन्नति की है। शिक्षा का प्रसार इस समय काफी तेजी से हो रहा है। शिक्षा के विस्तार के साथ यह भी विचार है कि विद्यार्थी की मानसिक शक्तियों के विकास के साथ ही साथ उसकी शारीरिक शक्ति का भी विकास हो इसहेतु एन० सी० सी०, ए० सी० सी० आसनों आदि व्यायाम द्वारा विकास करने की ओर ध्यान देना आवश्यक है। बेसिक स्कूलों के सम्बन्ध में भी काफी उन्नति हुई है और काफी स्कूलों की संख्या बतायी जा सकती है। अनेक स्कूलों के अन्दर कार्य चल रहा है और अनेक विषयों का प्रशिक्षण देने का प्रबन्ध है यह हम देखते हैं। तकनीकी शिक्षा का भी विस्तार किया जा रहा है, इसके अलावा विद्यार्थियों में अनुशासन की शिक्षा के लिए भी प्रयत्न किया जा रहा है। विदेशों भी विद्यार्थी भेजे जाते हैं ताकि वहां की रीति नीति का अध्ययन करके यहां उसका विस्तार करें और बाहर से भी विद्यार्थी बुलाए जाते हैं और इस प्रकार शिक्षा का आदान प्रदान करने का प्रबन्ध है। इसके साथ साथ प्रौढ़ शिक्षा के लिए रात्रि पाठशालाएं भी प्रचलित की जा रही हैं। आदिम जातियों, हरिजनों और मजदूरों की शिक्षा के लिए काफी रुपया खर्च किया जाता है, और इसके साथ ही विश्वविद्यालयों में भी काफी परिवर्तन करने का प्रयत्न किया जाता है। उनके लिए काफी धनराशि भी खर्च की जाती है। हम आंकड़ों को देखें तो मालूम होगा कि शिक्षा प्रसार के लिए अनेकों योजनाएं बनी हैं। स्त्रियों की शिक्षा के लिए भी योजनाएं बनी हैं ऐसा भी हम देखते हैं।

परन्तु जो शिक्षा इस समय हमारे देश में हो रही है वह कितनी अच्छी है यह तो इसके परिणाम को देखने से ही जाना जा सकता है जैसे कि फल को देख कर पेड़ का अनुमान होता है मैं यह कह सकता हूं कि जहां तक इस वक्त शिक्षा के प्रसार का सम्बन्ध है, वह बहुत हो रहा है इसमें शक नहीं है। हिमाचल जैसे छोटे से प्रदेश में जहां की आबादी केवल ११ लाख है वहां १२०० के करीब शिक्षा संस्थाएं हैं और एक लाख २५ हजार के करीब लड़के लड़कियां पढ़ रहे हैं और उद्योगों का प्रशिक्षण और दूसरी बातें भी काफी हो रही हैं। लेकिन जितनी ज्यादा शिक्षा बढ़ती चली जा रही है, माननीय मंत्री महोदय को इस बात से खेद अवश्य होता होगा कि उतनी ही बेरोजगारी भी बढ़ रही है। जब लड़का एम०ए० पास हो जाता है और उसकी आयु २० साल से ज्यादा की हो जाती है, तो उसके पास कोई रोजगार नहीं होता लेकिन एक सुनार या लुहार या किसान का लड़का जब १५, १६ या १७ साल का होता है तो वह बारोजगार होता है। किन्तु जो शिक्षित होता है उसको बेरोजगारी का एक पट्टा मिल जाता है। तो आज की शिक्षा का परिणाम यह है।

दूसरी चीज शिक्षा के सम्बन्ध में यह कहना चाहता हूं। हमारे यहां विद्या के बारे में यह धारणा है :

विद्या ददाति विनयं, विनयं ददाति पात्रतां,
पात्रत्वाद्धन माप्नोति, धनाद्धर्मम् ततो सुखम्।

अर्थात् विद्या से नम्रता आती है, नम्रता से इन्सान का चरित्र बनता है, चरित्र बनने से धन प्राप्त होता है, धन से धर्म की वृद्धि होती है और उससे सुख प्राप्त होता है। इस दृष्टि से यदि आज की शिक्षा पर विचार किया जाए तो हम देखते हैं कि जो विद्यार्थी स्कूलों में शिक्षा प्राप्त कर रहे हैं उनमें अनुशासन आज बिल्कुल ही कम है। दूसरे आप जानते हैं कि स्कूलों और कालिजों में विद्यार्थी और शिक्षकों का पारस्परिक सम्बन्ध कैसा है। मैं इस बारे में अधिक नहीं कहना चाहता। हमारे मंत्री जी इस विषय में अधिक जानते हैं क्योंकि उनको रोजाना इस किस्म के विवादों को निपटाना पड़ता है और उनको इन बातों को देखकर दुःख भी अवश्य होता होगा।

विद्यार्थियों में उच्छृंखलता की वृद्धि अधिक हो रही है। मैं कहना चाहता हूं कि

[श्री पद्म देव]

कि जहां शिक्षा का बहुत ही प्रचार और प्रसार हो रहा है, उसके साथ साथ उसके जो परिणाम हैं वे लोगों के अन्दर अधिक कटु नजर आते हैं।

जब से हम आजाद हुए हैं, हमारे देश ने अनेक दिशाओं में प्रगति की है जैसे उद्योग धन्धों में, कृषि आदि में। जहां तक शिक्षा का सवाल है उसमें साक्षरता और उपाधि प्राप्ति में में तो बहुत उन्नति हुई है, लेकिन जो विद्या का असली मकसद और उद्देश्य है वह पूरा नहीं हो रहा है। उसका कारण यह है कि हमने शिक्षा के सम्बन्ध में उसी तरीके का अनुसरण किया है जो कि अंग्रेजों ने चलाया था। अंग्रेज तो क्लर्क चाहते थे अपनी मशीनरी को चलाने के लिये। उन्होंने जो कार्य इस दिशा में आरम्भ किया था उसी को हमने थोड़ा बहुत परिवर्तन करके जारी रखा और उसी का परिणाम है कि जहां हम दूसरी चीजों में आगे बढ़ रहे हैं वहां शिक्षा के सम्बन्ध में अधिक प्रगति नहीं हो रही है।

इसके सम्बन्ध में मैं आपके सामने कुछ सुझाव रखना चाहता हूं। एक तो यह है कि जैसे और चीजों की योजना है उस तरह से शिक्षा के लिये योजना नहीं बनायी गयी है। उपाधि प्राप्त करने की योजना है और ज्यादा स्कूल और कालिज खोलने की योजना है और उन कालिजों को चलाने के लिये अधिक विश्वविद्यालयों की योजना है। लेकिन इससे तो ज्यादा अच्छा परिणाम नहीं निकला है। मैं चाहता हूं कि अपने देश के अन्दर इस दिशा में भी योजना होनी चाहिये। मेरा सुझाव है कि आठवीं कक्षा तक तो हर स्त्री पुरुष को अनिवार्य रूप से शिक्षा दी जानी चाहिये। आठवीं से जो लड़के ११वीं कक्षा तक जाएं उनको अगर वे गरीब भी हों तो सरकार की ओर से प्रोत्साहन मिलना चाहिये उनमें से जिस प्रकार के योग्यता के लोगों की आवश्यकता हो वैसे लोग तैयार किये जाने चाहिएं। ११ वीं कक्षा के आगे जो विद्यार्थी अपने खर्चे से आगे जाना चाहें वे जाएं। लेकिन अगर कोई गरीब विद्यार्थी जो योग्य हो और आगे पढ़ना चाहे उसको सरकार की ओर से मदद मिलनी चाहिये। ऐसे लड़कों को इंजीनियर, प्रोफेसर, डाक्टर आदि जिन लोगों की देश में न्यूनता हो वैसा बनाना चाहिए। उनको सरकार की ओर से सहायता मिले और उनको आगे पढ़ने के लिये प्रोत्साहन मिलना चाहिये। जब ये लोग पढ़ कर निकलें तो उनके लिए सरकार की ओर से उपयुक्त रोजगार का प्रबन्ध किया जाना चाहिये ताकि उनकी आजीविका का प्रबन्ध हो सके। और उनको इतना वेतन मिलना चाहिये ताकि वे उससे अपना निर्वाह कर सकें।

आज कुछ पब्लिक स्कूल हैं जिनमें विशेष शिक्षा दी जाती है और वहां विद्यार्थियों को कुछ पैसा भी मिलता है। लेकिन उनके अन्दर भी जो पिछड़े इलाके की जनता है या जो गरीब लोग हैं उनको आगे आने का मौका नहीं मिलता। अगर आप इन संस्थाओं की जांच करेंगे तो आपको पता चलेगा कि उनमें उन्हीं लोगों के बच्चे आते हैं जिनके पास पहले भी धन है और जो अपने बच्चों को पढ़ा सकते हैं। इसलिये मैं चाहता हूं कि इस दिशा में भी माननीय मन्त्री जी को अधिक ध्यान देना चाहिये।

एक बात मैं और इस विषय में कहना चाहता हूं। इसमें शक नहीं है कि पिछड़े इलाकों के लिये सरकार बहुत पैसा खर्च कर रही है, लेकिन जिन इलाकों में विरल जनसंख्या है वहां लोगों को इससे ज्यादा लाभ नहीं हो रहा है। अगर आप वहां आश्रम स्कूल खोलें तो उनको काफी लाभ हो सकता है या उनको दूसरे इलाके में ले जाकर उनकी शिक्षा का प्रबन्ध किया जाए। और सरकार की तरफ से उनको छात्रवृत्तियां मिलें ताकि उनका निर्वाह हो सके। हिमाचल की ही

मैं मिसाल लेता हूं। अगर हम पांगी और चीनी के अन्दर पढ़ाई की सुविधाय देते हैं, तो बहुत ज्यादा पैसा आपको खर्च करना पड़ेगा। उसी इलाके के लड़कों को अगर ३०–४० रुपये माहवार की छात्रवृत्तियां दे दी जायें तो मेरा ख्याल है कि वे ज्यादा संख्या में दूर के स्थानों पर जाकर शिक्षा प्राप्त कर सकते हैं। बाहर जाकर अधिक सूझबूझ वे अपने अन्दर ला सकते हैं और अधिक संख्या में पढ़ सकते हैं। पिछड़े हुए इलाकों और वर्गों के लिए या तो आश्रम व्यवस्था होनी चाहिये या फिर उनके लिए दूसरे स्थानों पर शिक्षा का प्रबन्ध होना चाहिये और उनको इसके लिये छात्रवृत्तियां दी जानी चाहियें।

15 hrs.

मैं देखता हूं कि हमारे यहां आज कालेजों के खोलने में एक होड़ सी लगी हुई है। उनके अन्दर हम केवल पाधिकारी लड़के ही पैदा कर रहे हैं। खास तौर से जो इंजीनियरिंग कालेज या कृषि कालेज हम खोलते हैं उनके अन्दर हम यह देखें कि बेशक उनकी संख्या अधिक न हो लेकिन वे सर्वोपरि सम्पन्न हों ताकि जो भी विद्यार्थी वहां से पढ़ कर निकलें वे योग्य से योग्य निकलें। आज हमारे देश में उपाधि के लिये बहुत दौड़ धूप की जाती है। इसका पता आपको पुस्तक विक्रेताओं की दूकानों से लग सकता है। हर चीज के गाइड बने हुए हैं। किताब विद्यार्थी पढ़ें या न पढ़ें गाइड्ज और नोट्स पढ़ कर उपाधि हासिल करने में वे सफल हो जाते हैं। वे उपाधि के लिए इसलिए पागल हैं कि उपाधि से नौकरी मिलती है और नौकरी से आजीविका चलती है। इसका नतीजा यह हो रहा है कि विद्यार्थियों में योग्यता का अभाव होता जा रहा है। अगर इस ओर ध्यान न दिया गया तो काफी हानि होगी। आज जो हमारे पास लीडर हैं, वे कितना जानते हैं, उनको कितना ज्ञान है, कितनी जानकारी है, कितने पढ़े हुए हैं, इसको सब जानते हैं लेकिन जो नेता लोग आज पैदा हो रहे हैं, उनको कितना ज्ञान है, कितनी जानकारी है, इसका पता आपको इधर उधर देखने से ही लग सकता है। आजकल विद्यार्थियों को ऊपर का ज्ञान ही होता है, गहरा ज्ञान नहीं होता। इसका कारण यह होता है कि न तो वे कालेजों के अन्दर रहते हुए शिक्षा प्राप्त करने की कोशिश करते हैं और न ही शिक्षा समाप्त करने के बाद स्वाध्याय की परम्परा का पालन करते हैं। इस सब का नतीजा बहुत खराब निकल रहा है और मैं चाहता हूं कि इस ओर आप ध्यान दें।

भाषा के सम्बन्ध में काफी माननीय सदस्यों ने अपने विचार प्रकट किये हैं। जहां तक राष्ट्रीय भाषा का सम्बन्ध है, मैं समझता हूं कि इस मिनिस्ट्री को जरा सख्ती के साथ कदम उठाना होगा। मैं यह नहीं कहता कि किसी पर यह भाषा थोपी जाए। सख्ती से मेरा मतलब यह नहीं है। मेरा मतलब यह है कि जिन इलाकों में अभी तक इस दिशा में काम नहीं हुआ है, वहां पर काम को हाथ में लिया जाना चाहिये, वहां पर अधिक काम किया जाना चाहिये। जो संस्थायें इस दिशा में काम करती हैं उनको जब सरकार की ओर से रुपया दिया जाता है तो देखा जाता है कि कुछ यह भी रोजगार का जरिया बन जाता है। मैं चाहता हूं कि इस बारे में मन्त्री महोदय अधिक सतर्कता से काम लें।

जहां तक प्रान्तीय भाषाओं का सम्बन्ध है, जिनको प्रान्तीय भाषायें स्वीकार किया गया है, उन भाषाओं में ऊंचे दर्जे का साहित्य तैयार करवाया जाना चाहिये। यहां पर एक प्रस्ताव भी आया था कि देवनागरी सक्रिप्ट को सभी भाषाओं के लिये स्वीकार कर लिया जाए; यदि इसको स्वीकार कर लिया जाए तो एक प्रान्त के लोगों को दूसरे प्रान्त के लोगों की भाषा को समझने में बड़ी सुगमता हो जाएगी। यहां पर समझा गया था कि ऐसे प्रस्ताव का उद्देश्य यह है कि दूसरों की भाषाओं

[श्री पद्म देव]

के सक्रिप्टस को ही खत्म कर दिया जाए। यह बात नहीं थी। इसका उद्देश्य केवल मात्र इतना था कि हर एक भाषा को हर एक आदमी समझ सके। यदि उनको स्वीकार कर लिया जाता है तो प्रान्त एक दूसरे के निकट आयेंगे और लोगों में राष्ट्रीय भावना का प्रसार हो सकेगा, राष्ट्र संगठित हो सकेगा।

संस्कृत के सम्बन्ध में अब मुझे कुछ कहना है। यह ठीक कि देश की राष्ट्रीय भाषा हिन्दी मानी गई है। लेकिन यह भी सही है कि हिन्दी को सीखने के लिये संस्कृत का ज्ञान होना बहुत जरूरी है और अगर देश में संस्कृत का प्रसार होगा तो इसका परिणाम यह होगा कि भाषायें एक दूसरे के नजदीक आयेंगी। अभी बताया गया है कि बंगला में ६० प्रतिशत के करीब शब्द संस्कृत के हैं, साथ ही साथ दक्षिण की जो भाषायें हैं, उनके अन्दर भी संस्कृत के शब्दों का बाहुल्य है, दूसरी जो भाषायें हैं उनके अन्दर भी संस्कृत के शब्द पर्याप्त रूप में पाये जाते हैं। इस वास्ते यदि संस्कृत की शिक्षा सारे देश में दी जा सके और इसके लिये साधन मुहैया किये जा सक तो दूसरी भाषाओं को सीखने का भी मौका मिल सकता है।

अंग्रेजी के अन्दर भी बहुत सा अच्छा साहित्य है और उसका सीखना भी जरूरी है। उर्दू जिसका प्रचलन देश में काफी समय से है और जिसके अन्दर कवितायें बहुत ऊंचे दर्जे की हैं, वह भी जरूरी हैं। जितनी भी भाषायें हैं, इनके बारे में सही दृष्टिकोण अपनाया जाना चाहिये। लेकिन ये भाषायें हैं राजनीतिक झगड़े के केन्द्र के रूप में प्रयुक्त नहीं होनी चाहिये, बल्कि साधु रूप से इन सब पर विचार होना चाहिये इनका प्रसार होना चाहिये।

अन्त में मैं इतना ही निवेदन करना चाहता हूं कि जो बातें मैंने कही हैं, उन पर माननीय मन्त्री जी विचार करेंगे और उनके अन्दर जो सार है, उसको अवश्यमेव ग्रहण करेंगे :

Shri Karni Singhji (Bikaner): Mr. Speaker, Sir, I shall confine my speech today to the sports activity in India which I consider is a very essential aspect of education.

I have had the honour of being a sportsman and at the same time to have been a Member of Parliament, and I would, therefore, like to put before this House my personal experiences. It is obvious that although all of us realise the need of sports in the life of our nation, not all of us are prepared to give this the due emphasis that is necessary.

I have been thinking for a long time that the time has come when the Government of India should consider having an entirely separate Ministry for Sports. While I have no doubt that the Ministry of Education is doing everything possible to sponsor the sports activity in our country, if we were to have a Ministry of Sports entirely separate, we would be able to sponsor sports in the country in a much better way.

Mr. Speaker: A Minister for Sports?

Shri S. M. Banerjee (Kanpur): A sportsman should be a Minister.

Shri Karni Singhji: Whoever happens to be the Minister of the Ministry of Sports, I hope, would also be a man who would have the background of having been a sportsman himself.

Mr. Speaker: After seeing the circus, I thought that there must be a college for circus.

Shri Ram Sewak Yadav (Barabanki): But this suggestion should be taken in a sportsmanlike manner.

Mr. Speaker: I am not saying anything against it.

Shri Karni Singhji: I make this suggestion because I think it is a very

serious matter. If we were to build up healthy men, we must have healthy citizens, and it is only by having people who are fit and who have a sportsmanlike attitude to life, that we can infuse an entirely new way of thinking in our everyday living.

I would like to say a few words now on the sports organisations in our country. Having been a sportsman, who represented India at the Rome Olympics, I got rather intimately connected with how they function. Take the Indian Olympic Association. I should not go into too much of details, but I know that the interest that the Indian Olympic Association took in their sportsmen was far from satisfactory. I shall give you my own example.

When we were selected in the shooting team to represent India at the Olympics, and when we wrote to the Indian Olympic Association to help us out with guns and cartridges, you would be surprised to know that absolutely nothing was done for us, so much so that the shooting team that went to Rome sponsored themselves; they purchased their own cartridges, and the Indian Olympic Association were not able to arrange for cartridges even at Rome. It was to the credit of our friends in England that they were able to help us out. I realise that some of us were in the happy position of being able to afford having purchased these cartridges, but you will appreciate and sympathise with me that unless you feel that your country is behind you and that the nation feels a pride in their sportsmen, it is not very good for the morale of a man who is sitting thousands of miles away trying to represent his country.

I hope that the Ministry of Education will endeavour to see that we drive the politics out of our All India Council of Sports and the Indian Olympic Association, because this is undermining the activity. Just before the team left for Rome, we know all too well the resignations etc. that took place. You know, Sir, that when we are trying to cross swords with other countries whose sportsmen are better equipped than we are, we cannot do so unless our organisations and things at home are put in order first. The All India Council of Sports is a new organisation and I hope it will function better than the IOA. But unfortunately, there are not enough men of stature in this organisation. We feel that people like Vijay Merchant, and many more men like him who are veteran sportsmen and who have the courage to speak out their mind, should be taken on bodies like this.

If we go into the behaviour of our important men who were controlling the destinies of sports at the Rome Olympics, the managers, I am sorry to say, as an Indian citizen proud of my country, that it made me hang my head in shame. Most of our managers and officials were far too busy going on a Roman Holiday. I was there among the 80 men, and it was very difficult at times for me to be able to contact our managers or our *chef de mission*. I also have the experience of knowing how other managers behaved and it made us feel that these people were trying to go on a Roman Holiday. That was not the purpose our nation sent them for.

Mr. Speaker: Are they sportsmen themselves?

Shri Ansar Harvani (Fatehpur): No.

Shri Karni Singhji: They were there as managers who were trying to look after the sportsmen. Their primary function was to see to their comforts and well-being of the sportsmen so that their men could perform well.

I therefore request that when next time we send our teams abroad, we keep politics out and select managers and officials who are really devoted and dedicated to the good of their

[Shri Karni Singhji]

sportsmen. I believe Shri Jaipal Singh had once made a suggestion that we should have a small surcharge on cinema tickets in the form of entertainment tax which could be devoted entirely to sports fields in schools and colleges throughout the country. I do not know whether this is absolutely possible, but I think a surcharge in this shape could certainly be utilised to collect funds so that we could have good playing fields in all sports avenues in schools and colleges throughout the country.

Now, I would like to say a few words about the new coming sport, that is, rifle shooting. I shall quote the Prime Minister. He said while opening the Sixth National Championships of Delhi:

> "I strongly feel that compulsory training in shooting should be introduced in all schools and colleges in the country to develop not only athletic skill in the younger generation, but also make it more alert, mentally and physically, and what is most important, better disciplined."

This sport, which was very ably sponsored and guided by our late Pandit Govind Ballabh Pant—who is no more today—is coming up so much so that we have been able to compare ourselves with world standards now. This will also prove to be a second line of defence if we take the movement into the schools and colleges, and right out into the villages. For that it is important that the shooting sport is clearly understood—its motives understood—and the organisers who are trying to organise this sport are real shooters who themselves realise the importance of shooting and the safe handling of guns. Unfortunately, though the Home Ministry has been today trying to sponsor rifle clubs throughout the country, most of the organisers are ex-officio Presidents of these organisations, and as a result, we have rifle clubs on paper but hardly any of them functioning.

Before we could make this movement really popular, it is important that guns and cartridges are manufactured within the country. I have had occasion to use some of the factory made cartridges in India and I can claim with a fair amount of authority that our cartridges are as good as any. I am proud to say that the standard of precision of our ammunition is first-rate, but I am sure the Ministry of Defence could also work in co-operation with the Ministry of Education to see that the standard of precision is improved further.

If we want to carry the shooting sport to the villages and to the poorest man in our country, it is essestial that the cost of guns and cartridges is lowered. For that purpose, I would suggest that instead of going in for big bore or shot guns, we should have air rifles which have become very popular throughout the world. I am happy to say that we build air rifles in India now at Hyderabad—if I know it correctly—and if we increase the production of air rifles, we could supply them to the smallest villages and see that our teachers who go through the teachers' training colleges are also imparted the right training in gun handling and gun safety, so that they may be able to impart training in shooting and self-defence to each and every villager in our country. The maximum cost of practices would not exceed a few annas a month as compared to Rs. 30—Rs. 40 a month if we indulge in any other form of shooting.

It is important also for us from now on to take part in world championships and the Olympics, in whichever sport we find our sportsmen are doing well. But it is important for the Ministry of Education to make the younger generation feel that the responsibility of turning out sportsmen entirely depends on that age bracket. Unfortunately, throughout my speeches at schools and colleges, I found that the younger generation were diffident

about their own standards. But it did not take me very long to convince them that the future champions could easily come up from those very schools and colleges. I hope that we shall try and organise our sports in such a vay that wherever talent lies, it is picked up—no matter whether the person concerned is rich or poor. Let us pick out the best men, let us sponsor them, let us pay for their training and let them go out into the world championships, and I am sure the nation will not let you down.

I shall revert to the shooting sport. In the United States 120 million cartridges are fired every year on clay target shooting; as against that, we fire only about 12,000 or less. And then our Ministry expects us to compare our scores with their scores! I am sure that if we want our boys and girls in schools and colleges to come up to these world standards in different sports activities, the cost of their training has to be borne by the Ministry of Education.

I have no doubt that if we had a Minister entirely and exclusively in charge of sports, we would be able to show up as a much healtheir nation with a much higher standard of sportsmapship in our country, and then he would be responsible to see that the best men are picked up so that they may represent our country outside creditably and well.

श्री कोरटकर (हैदराबाद) : अध्यक्ष महोदय, मैं आज अपना भाषण सिर्फ एक हद तक सीमित रखना चाहता हूं और एक सुझाव मिनिस्टर साहब के सामने रखना चाहत हूं । उस का सम्बन्ध हिन्दी के विकास और हिन्दी माध्यम में शिक्षण से है हिन्दी में शिक्षण दिये जाने के बारे में और हिन्दी के विकास के बारे में अभी बहुत कुछ कहा जा चुका है, और हमारे शिक्षा विभाग ने बहुत सा काम किया है, आगे को बहुत कुछ करने की आशा है । इस के पहले कि मैं अपने सुझाव को मंत्री महोदय के सामने रक्खूं, मैं सदन के सामने एक बात रखना चाहता हूं कि हमारे कांस्टिट्यूशन की दफा ३४३ में यह तय किया गया था कि हमारी राजभाषा हिंदी होनी चाहिये । इसी के साथ दूसरी दफा ३५१ में इस की जिम्मेदारी शिक्षण विभाग पर रक्खी गई थी कि वह लोगों को इस लायक बना दे कि पन्द्रह वर्षों के अन्दर अन्दर सारे का सारा हमारे एडमिनिस्ट्रेशन का कारोबार हिन्दी भाषा में हो सके । इस में शिक्षण विभाग कितना कामयाब हुआ है, इस के लिये मुझे कुछ कहने की जरूरत नहीं है । सब के सब लोगों को इस बात से निराशा है कि इस को अब तक पूरा नहीं किया जा सका चुनांचे इस के लिये दस वर्ष की अवधि और बढ़ाई गई है । इस बारे में मैं शिक्षण विभाग के सामने रूस का उदाहरण रखना चाहता हूं । रूस भी एक ऐसा ही देश है जैसाकि हमारा भारतवर्ष है । वह भी बहुत सी भाषाओं का देश है । वहां बहुत सी भाषायें बोली जाती हैं और उन में से रूसी भाषा भी एक है । वहां पर बहुत सी ऐसी भाषायें थीं जिन की कोई लिपि नहीं थी लेकिन रूस ने जब भाषाओं के विकास की तरफ ध्यान दिया तो १५ वर्ष के अन्दर उन भाषाओं की इतनी उन्नति की कि जिन की लिपि तक नहीं थी आज उन भाषाओं में यूनीवरसिटी का शिक्षण दिया जा रहा है, और उन प्रान्तों का सारा कारोबार उन्हीं भाषाओं में चल रहा है । इस की एक बड़ी भारी वजह है जो यह है कि हमारी कार्यपद्धति में और रूस की कार्य पद्धति में थोड़ा सा फर्क है । हम दस वर्ष तक इसी उलझन में पड़े रहे कि हमारे पास किताबें लिखने के लिये शब्द नहीं हैं, क्या किया जाय । हम ने एक कमेटी मुकर्रर की, दो साल बाद उस कमेटी का बोर्ड बना दिया गया और अब सुनाई देता है कि सन् १९६० से यह बोर्ड कमीशन हो जायगा । लेकिन यह सब होते होते भी अब तक यही हुआ है कि दो लाख ९० हजार पारिभाषिक शब्द बनाये

[श्री कोरटकर]

गये हैं, और जैसाकि सेठ गोविंद दास जी ने कहा है इन शब्दों में से बहुत से तो पारिभाषिक किसी तरह से भी नहीं कहे जा सकते और ये शब्द तीन तीन स्थानों पर आ गये हैं। मैं आप के सामने एक चीज और रखना चाहता हूं कि मुझे इस बात का यकीन है कि जो शब्द तैयार हुए हैं उन में से ७० प्रतिशत से ज्यादा आगे आने वाली किताबों में नहीं लिखे जायेंगे। कभी भी उन का उपयोग नहीं होगा। यह एक बिल्कुल उल्टा तरीका अख्तियार किया जा रहा है कि पहले पारिभाषिक शब्द तैयार किये जाय और फिर किताबों की तरफ ध्यान दिया जाय। रूस में जो किया गया था वह यह कि एक कमेटी पहले किताबें लिखने के लिये बनाई गई। तो वह बोर्ड या कमेटी मुकर्रर हुई और वह इसलिये कि वह किताबें वहां की भाषाओं में शिक्षण देने के लिये लिखे, और जैसे जैसे किताबें तैयार होती जा गयीं वैसे वैसे शब्द तैयार होते गये। यानी शब्दों के पहले किताबें तैयार हो गयीं और होता भी यही है। किसी भाषा का कोष पहले से नहीं बनता, पहले भाषा बनती है, भाषा विकसित होती है और फिर लोग उस का कोष बनाते हैं। लेकिन यहां उलटा तरीका स्वीकार किया गया और लाखों रुपया इस पर खर्च हो गया जिस में से कि बहुत बड़ा हिस्सा जाया जायगा।

इस के बाद दूसरी चीज जो मैं सदन के सामने रखना चाहता हूं वह यह है कि हमारा उद्देश्य यह है कि हमारा सारा एडमिनिस्ट्रेशन हिन्दी में चला करे। इस उद्देश्य को किस तरह से पूरा किया जा सकता है। सब से पहले मैकाले ने इस को अच्छी तरह से जाना था। सब लोग जानते हैं कि मैकाले ने एडमिनिस्ट्रेशन की भाषा को ही एक दम शिक्षण का माध्यम बना दिया। जहां बहुत कम लोग अंग्रेजी जानने वाले थे वहां अंग्रेजी में शिक्षण दिया जाने लगा। अंग्रेजी को उच्च शिक्षा का माध्यम बनाया गया और उस का नतीजा है कि वह एडमिनिस्ट्रेशन ही उनके जमाने में अच्छा चला इतना ही नहीं, लेकिन आज दस वर्ष अंग्रेजों के जाने के बाद भी एडमिनिस्ट्रेशन वाले बार बार यही कहते हैं कि हिन्दी में हम इस को नहीं चला सकते, अभी अंग्रेजी ही रहने दीजिये। बात यह है कि जब तक उच्च शिक्षण उस भाषा में नहीं दिया जायगा जिस भाषा में कि आप अपना एडमिनिस्ट्रेशन चलाना चाहते हैं, तब तक कभी भी यह काम सफल नहीं हो सकता। आप कितने ही सालों तक क्लासेज खोलें और उन को थोड़ी थोड़ी हिन्दी सिखा दें और फिर उन से यह आशा करें कि वह हिन्दी में काम करें, तो यह नामुमकिन है। वे लोग किस्सा कहानी की किताबें पढ़ सकेंगे लेकिन जब अपने दफ्तरों में बैठेंगे तो अपने ऊंचे ऊंचे विचारों को हिन्दी में लिखने में समर्थ नहीं हो सकेंगे। इसलिये बहुत जरूरी है कि सब से पहला काम हम यह करें, अगर हम अपने उद्देश्य को पूरा करना चाहते हैं, कि जितनी भी जल्दी हो सके यूनीवरसिटियों में शिक्षण हिन्दी भाषा के द्वारा देना शुरू करें।

लेकिन इस के साथ एक और बड़े भारी विषय को मैं माननीय मंत्री महोदय के सामने रखना चाहता हूं, जो वह यह है। मुमकिन है कि अगले पांच, दस या १५ साल में उत्तर भारत में यूनिवर्सिटियों में शिक्षा का माध्यम हिन्दी शुरू हो जाय लेकिन अगर यह माध्यम अभी दक्षिण भारत में नहीं होता है तो क्या आप दक्षिण भारत के उन विद्यार्थियों से यह आशा करेंगे कि जो विद्यार्थी एडमिनिस्ट्रेटिव सरविस में जाना चाहते हैं वे लखनऊ या इलाहाबाद में आ कर शिक्षण प्राप्त करें। मैं समझता हूं कि उन से इस प्रकार की आशा नहीं की जा सकती और अगर की जाय तो यह बहुत बड़ा दुराग्रह होगा। इस बारे में भी मैं रूस का उदाहरण आप के सामने रखना चाहता हूं। रूस में सभी भाषाओं की उन्नति हुई है

और हर प्राविंस में जहां प्रादेशिक भाषा के माध्यम से विश्वविद्यालय में पढ़ाई होती है वहां ऐसे भी कालिज हैं जिन में कि रूसी भाषा के माध्यम से शिक्षण दिया जाता है। एक रूसी भाषा का कालिज है और दूसरे प्रादेशिक भाषा के कालिज हैं। भारतवर्ष में भी इसी उदाहरण के अनुसार कार्य करना चाहिये तभी हम भी उन्नति कर सकेंगे और मैं आप से कहना चाहता हूं कि दक्षिण के प्रदेशों में हिन्दी के माध्यम से कालिज चलायें जायें इस की जवाबदारी केन्द्र पर है। विधान की दफा ३५१ में जो केन्द्र की जवाबदारी है उस के अन्तर्गत यह चीज भी आती है। केन्द्र को चाहिये कि जल्दी से जल्दी दक्षिण में भी ऐसे कालिज शुरू करे कि जिन में हिन्दी के माध्यम से शिक्षण दिया जा सके ताकि वहां भी ऐसे स्नातक और ग्रेजुएट तैयार हो सक जोकि उत्तर भारत के विद्यार्थियों के साथ उन के मुकाबले में पूरी तरह हिन्दी में काम कर सकें। अगर वहां ऐसे विद्यार्थी तैयार नहीं हुए तो यकीन जानिए कि दक्षिण से हिन्दी के विरुद्ध हर वक्त आवाज उठती रहेगी कि वहां के लोग उत्तर के लोगों के बराबर में सेंट्रल एडमिनिस्ट्रेशन में नहीं आ सकते। तो इस चीज की तरफ बहुत ही ज्यादा ध्यान दिया जाना चाहिए। अगर केन्द्र यह नहीं करता है तो कम से कम जो संस्थाएं इस दिशा में अपना काम चलाना चाहती है और दक्षिण भारत में हिन्दी के माध्यम से शिक्षा देना चाहती हैं उनको ऐसा करने के लिए प्रोत्साहन दिया जाना चाहिये। चुनांचे मैं मन्त्री महोदय के सामने अपने प्रान्त की बात रखना चाहता हूं कि आन्ध्र में हैदराबाद में इसको किया जा रहा है। इस बात की तैयारी की जा रही है कि वहां हिन्दी माध्यम का एक महाविद्यालय खोला जाए और इसके लिए बहुत सा प्रयत्न भी किया जा चुका है। मुमकिन है कि वह अगले जून से खुल भी जायेगा लेकिन इसके लिये हमको सेंटर से ज्यादा मदद मिलनी चाहिये। दो साल के कारोबार के बाद मुझ से सिर्फ यह पूछा गया था कि आपको कालिज को उस्मानिया यूनीवर्सिटी एफिलिएट कर सकती है या नहीं। अगर नहीं कर सकती है तो फिर हम यह खर्च किस लिये करें? लेकिन बहुत हर्ष की बात है कि जब उस्मानिया यूनीवरसिटी से यह प्रश्न किया गया कि अगर हिन्दी माध्यम से कालिज खोला जाए तो आप उसको एफिलिएट करेंगे कि नहीं, तो उन्होंने इस बात को सिर्फ स्वीकार ही नहीं किया बल्कि उन्होंने यह आशा भी दिलायी कि हम यूनिवरसिटी में भी ऐसा कालिज खोल सकते हैं अगर हमको केन्द्र से सहायता मिल सके। यह बहुत ही उत्साहजनक चीज है कि दक्षिण का एक विश्वविद्यालय इस बात के लिये तैयार है कि वह हिन्दी को शिक्षा का माध्यम बना कर उसको चलाए।

तो मैं यह चीज मन्त्री महोदय के सामने रखना चाहता हूं कि सिर्फ एक ही नहीं बल्कि ऐसे कई प्रदेशों में इसकी कोशिश की जानी चाहिये। प्रदेश सरकारों के ऊपर इस को नहीं छोड़ा जा सकता क्योंकि उनको अपने काम करने के लिये ही काफी साधन नहीं हैं। आपने देखा होगा कि प्रदेशों के जो बजट आए हैं वे सारे के सारे घाटे के बजट है। यह देखते हुए एक नए माध्यम में शिक्षा देने की बात को उनके ऊपर छोड़ना एक नामुनासिब बात होगी। यह जवाबदारी सेंटर की है और उसको उसे उठाना चाहिये। प्रदेश अपनी प्रादेशिक भाषाओं में शिक्षा देने के काम को ही कर सकेंगे। लेकिन हिन्दी माध्यम में उच्च शिक्षा देने की व्यवस्था किये बगैर यह आशा करना कि वे हिन्दी भाषी क्षेत्रों के लोगों के साथ कम्पीटीशन में बैठ सकें, एक तरह की नादानी है। यह एक छोटा सा प्रश्न है लेकिन बड़े ही महत्व का है। अगर दक्षिण में ऐसे लोग तयार हो सकें जो कि ऊंचे से ऊंचे पदों पर बैठे हुए हिन्दी सीखे हुए दूसरे लोगों के साथ मुकाबिला कर सकें तब आप यह सच जानिये कि हिन्दी के विरोध में कभी भी कोई आवाज नहीं उठेगी और भारत की एकता

[श्री कोरटकर]

कायम रह सकेगी । अगर भारतवर्ष की एकता को कायम रखना है तो सबसे पहला काम जो आपको हाथ में लेना चाहिये वह यह है और अगर आपने इसको किया तो आगे आने वाले उच्च शिक्षा प्राप्त लोग हिन्दी के विरोध में किसी प्रकार की भी आवाज नहीं उठा सकेंगे । यह एक छोटा सा प्रश्न है जो मैं आपके सामने रखता हूं और आशा करता हूं हूं कि इस पर विचार किया जाएगा ।

Shrimati Ila Palchoudruri (Nabadwip): Mr. Speaker, Sir, there are one or two points which I want to put before the Education Minister. We are very happy that the Education Budget is rather more this year and that we are going to have more money for the various schemes. But, at the same time, there are some schemes that I would like to point out to the Minister, particularly those that affect the people in general very vitally.

After all, it is quite true that whenever one wants to cut down anything in the Planning Commission they seem to put the scissors on the Education. It is a very bad thing. After all, education is the basis of any planning that you may do. Whatever regrettable things have happened in India today, whether they be in Assam or in Jabalpur or even the other day in Moradabad, it has all been due to lack of education. If we did have the kind of education that we want, many of these things might have been avoided.

Having said that much in general, I come to a few specific things. I feel that the primary teachers must have some consideration. Already there is some agitation in West Bengal. Everybody says that West Bengal is a problem State and there is always agitation there. But the condition of the primary teachers in the rural areas and even in the urban areas is unthinkable. They are going to build your nation. And, what is the price that you pay for their labour? It is much less than what you pay for any peon anywhere. Is it possible that you are going to get good men? Already 80,000 of the teachers in Bengal are going in for some kind of token squatting or strike. I do not say that I condone that move. But what can they do when they have no means of livelihood? They work the hardest of any profession that you can think of. Though it is a State subject, I would certainly say that the Centre should come into the picture and give the State that much of money so that the State can give the teachers a little more.

I would also like to say one thing about the Youth Hostels. The Youth Hostels are under the Education Ministry has some plan for the Youth Hostels. The Youth Hostels movement is a definite movement with an ideology. But buildings which the Education Ministry has been able to sponsor have not been satisfactory. In fact, if Youth Hostels were transferred to the Ministry of Transport and Communication — Department of Tourism, I thing, the buildings might be got rather quicker. That is something I would certainly recommend and ask the Ministers to consider whether they cannot—in collaboration with the Department of Tourism—do something about the buildings of Youth Hostels. What we have is very inadequate and the kind of Hostels that have been built cannot be termed as the real kind of Youth Hostels.

Thirdly, I would come to the question of sports. The physical fitness of our nation is a vital thing. Physical fitness is being sponsored through various programmes Amongst them there is the National Discipline Scheme, which, I think, is a very laudable scheme. It has done really wonders in the past years. I think it has expanded itself and proved its worth more than most other paper schemes of Government. Just think of it that by the end of 1960-61, 2040 instructors

would be training about 8 lakh of children in 14,000 schools and institutions. This is something of a real achievement; and I hope more allocation that they may need will be readily available from the Education Ministry.

While speaking on the National Discipline Scheme, which works so well, I would like to bring to the notice of the Minister something about the camps under the Bharat Sevak Samaj. Here is a scheme that is very good in its conception, very worth while and all that. I have no quarrel with the scheme. But their accounts have not been given in time. Just imagine that there are 400 cases of camps that have yet to render their accounts. This is a very peculiar state of affairs. Not only that. In 1959-60 there is an unutilised amount of Rs. 81,000; and they have yet to render accounts for Rs. 1,70,000.

An Hon. Member: Why should they render accounts.

Shrimati Ila Palchouduri: The accounts must be there before Parliament. I do not mistrust them. I am sure they will render accounts. They have very good men at their head. But it should be done. I bring it to the notice of the Ministry.

Then, sports. When we send our people for sports to other countries, I would really plead with the Minister that we should send really good managers, because when the managers, as my hon. friend has just now pointed out, go out, they go out there to have a good time. This happened with the person who led the Women's Hockey team once and the hon. lady in question whoever it may be; I will not give the name had a very good time But I do not think the Hockey team did very well. This applies to many other managers also. They are there to look after the people who are going to represent India in sports in the eyes of the world. What happens? These people go to a foreign land; they eat so much that they put on weight and some of them, actually, had to have steam-baths to reduce the weight. What kind of managership is this that allows people to do this? This should be stopped absolutely.

An Hon. Member: No women team should be sent out.

Shrimati Ila Palchoudhuri: Why not? The managers are there to look after the teams. It is not the young people that go there that over-eat; it is rather the old people that overeat. It is not good to put on so much weight. I would also plead with the hon. Minister that there should be more support to Rifle Clubs. I am also a President of a Rifle Club at Nabadwip; and there women also do very well.

Sir, in fact, a lady competitor there has, with fifteen days training, done much better than the men. Everybody would be glad to hear that. I want much more support for our rifle clubs because after all, it is the second line of defence, just as the merchant navy is the second line of defence. The resistance groups would be nowhere unless they knew how to handle a gun and they must be taught this right from the beginning. I hope that rifle clubs will get full support. I also hope that the air rifle movement will grow because it is light and we also manufacture then in India and once we learn how to shoot, we are not only disciplined but we have more courage, and are mentally alert. At least a young man will learn how to shoot straight, shoot true and shoot firmly should an occasion arise.

There is some fund for the displaced students from East Pakistan and West Pakistan. So many displaced students have come recently from Assam. The amount of waiting they have to do to get any kind of grant is really pitiful. I hope the Ministry will look into this and see if something could be done about this.

I do not want to take any more time of the House. I only want to make these points. There should be some sort of a support from the Cen-

[Shrimati Ila Palchoudhuri]

ral Ministry for rifle clubs and the national discipline scheme. For women there should be some support when there is the condensed course in the extension projects and the maternity units should not be done away with. I hope the hon. Minister would look into them sympathetically.

Shrimati Renuka Ray: Sir, I think you very much for giving me this opportunity to speak today. Of all the things in our Plan, education is the most important or, rather the social services. The whole country is saying so, we say it; all our leaders say it. But when it comes down to brass-tacks, what happens? Last year, the outline of the Draft Third Plan was not there before us. But we do hear that children of the 6—11 age group were to be brought in the schools. Afterwards we had the Outline of the Plan before us and I have to confess that it is very disappointing. After all these years, if we are to bring the children of the 6—11 age group into the schools, there should be some thinking in regard to the quality and content of their education. Perhaps the Ministry has inhibitions in regard to the Planning Commission for even in his Ministry's report this year, there is not that emphasis on quality content of this education which is going to come at last to the children of the 6—11 age group in our country. It was year ago that basic education was propounded it was not propounded as a very expensive scheme but it has become more and more expensive as our vision seems to change, or what ever be the reasons. Today we do not even say that we are going to bring any basic education to the children of the 6-11 age group.

All our thinking is that we want a socialist pattern of society; it is the objective in the Preamble to our Constitution. If that is true then the quality content of the education must be emphasised. If there is one kind of education for the children of the wealthy and another kind for those who are in the rural areas and other places, then we should defeat our very objectives. There is very little time left before the Third Plan is going to be finalised. But even in the very little time that is left, we must lay proper stress on quality content of education; this includes health education also. What kind of education are these children of the 6—11 age group going to get if they do not have any health education and if there is no proper mid-day meal for them? We know that blindness in a large number of children is due to lack of proper nutrition and yet today in the Third Plan there is no mention about tackling this. I have to confess that there is no mention of the provision of midday meal for the children of this age group for whom we are building schools. We have money in different Ministries and in different sections. For nutrition propaganda we have money. What propaganda would be better than providing for each child in the 6-11 age group a free mid-day meal in the school? Then parents will be able to see what type of minimum balanced diet we should produce. It is not true to say that no work has been done in this direction. The State of Madras has set an example to the whole of India today in this respect. They have provided in a large number of elementary schools including those in rural areas mid-day meals at 10 nP per meal per child of which the State contributes 6 nP and the community 4 nP.

Again, we talk of public co-operation and we want to enthuse the public. We get money: the Planning Commission gives it direct and also through the different Ministries for public co-operation to sponsored Organisations. Cold there be a better way of enlisting public co-operation than by providing something tangible which would benefit the children in every home in every village? If the parents find that mid-day meal is provided for the child, I am quite certain that we shall not have any difficulty in trying to enforce compulsory primary education. Legal enactments alone will not do much.

particularly for girls. We should get the willing cooperation of the parents, and of the village community. If we do this, we shall be able to get the full co-operation for this scheme and it will be popular all around. I have laid a lot of stress on this particular point because I feel that somehow or the other although we mean well we do not seem to co-ordinate all these things from the Ministry of Food and Agriculture from the Health Ministry, from the Education Ministry and from the Community Development Ministry, I think there is enough money, even as the Plan stands, to be able to support this work.

Here I would like to say that it is a very sad reflection that when pruning of a Plan has to take place, the first casualties are health and education. They are State subjects or casualties are health and education. They are State subjects of course. But whether it comes under the State sector or the Central sector, it is getting pruned and the first casualty is the social services, health and education. We talk of building human beings. When it comes to any pruning, we prune this part of the programme. We need key industries and many kinds of industries. We must go ahead and produce more. We must have agriculture in this country and many other things. But who is going to bring about the improvement?

There is only one means by which ultimately we can bring it about and that is by building the people who are going to bring it about. If even today we cannot implement plans for the children who are the citizens of the future and who are going to build up our nation, what is the use of talking of key industries? What is more essential, what is a better key industry than the industry of building up the children of this country?

Sir, I would like to point out one thing to the Education Ministry. When I was going through their report, although nowadays a much better picture is given of the work done and the limits of the central and State sectors are also given, I found that certain things which are necessary for this Parliament and the country to understand are not given there. This Ministry claims to be a co-ordinating body. We should have before us the picture of the co-ordinated achievement of the States so that we can understand the position. I know there are certain things given therein which can give us some idea. We are getting information with regard to the progress of primary education, middle education etc., but we do not get a comprehensive picture of the money that has been spent and about its proper utilisation in the State sectors. I wish that in the next year at least the hon. Minister would look into this matter and place that information before us because it is only here, it is on this forum that the matter as a whole can be dicussed as far as education is concerned.

Sir, education is a State subject. But it is also a national subject in which every one in this country is vitally interested. Sir, I make this point not with any idea of quibbling but because we cannot even get a proper picture as to where we are with regard to girls' education and, what is more, where we are with regard to teachers.

Even the Planning Commission in its Draft Outline did not think it fit to give a paragraph about the training of the educators of this country. I must point out to the hon. Minister—here also I do not say that it is not mentioned—that a great deal more emphasis could have been laid on the training of teachers. It may be that the State sector undertakes it, but without proper training of the teachers how can we get quality content in our education. I know that a good deal of attention is now being given to the matter of teachers' training by the Education Ministry and the departments of Education in the States. But I feel that when the pruning comes into effect that prun-

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ing is having its effect on the teachers' training.

When I say 'teachers' training' I not only mean the training of teachers—it is a vital matter—but the status, the salaries and various other benefits for the teachers are equally necessary. With the present position that we have in regard to our teachers and their status I do not know how we can go forward as swiftly as we desire.

Sir, when we consider the content of education we find that in every stage of education it is the same, whether it is primary, secondary or university education. A great deal has to be done to usher a standard of development in education which will build worth while citizens. Several hon. Members have already spoken about it and I do not want to repeat what they have said—I have also not got the time for that I only want to point out one happy feature. At least at the Visvabharati, which is one of the central universities, in the year of the centenary of our great poet Gurudev Rabindranath, we see signs of a better type of education being brought in, and we hope that the objective for which Gurudev brought this into being will be on its way of being realised since a new Vice Chancellor has come to that University full of understanding of what is required

Before I conclude, Sir, I just want to make my appeal again to the Planning Commission,—I mentioned it before also—because it is the Planning Commission who is the arbitrator, and also the Finance Ministry, that whatever cuts they may make—certainly I can understand that our resources are limited and cuts may be necessary—let them not effect the cuts on the vital portions like education and health schemes, social welfare schemes etc., through which alone we can build up the young people who will ultimately build up our nation; only then we shall be able to go ahead according to the objectives that we have set in our Constitution.

श्री भक्त दर्शन (गढ़वाल) : अध्यक्ष महोदय, मैं शिक्षा मन्त्रालय की जो वार्षिक रिपोर्ट है उसके लिये और उस वर्ष भर में जो कार्य किया गया है उसकी सफलता के लिए माननीय शिक्षा मन्त्री महोदय तथा उनके सहयोगियों को साधुवाद देना चाहता हूं।

परिस्थिति यह है कि माननीय शिक्षा मन्त्री महोदय को आए दिन सदन में और सदन के बाहर के महानुभावों की आलोचना का शिकार होना पड़ता है; लेकिन एक ओर जहां धन की कमी उनके सामने रहती है, और जैसा कि हम सब को मालूम है कि संविधान में व्यवस्था होने के बावजूद भी हम इतने वर्षों के बाद भी अभी तक सारे देश में निःशुल्क प्राथमिक शिक्षा की व्यवस्था नहीं कर पाए है, तो दूसरी ओर राज्य सरकारें और विश्वविद्यालय अपनी स्वतन्त्रता के नाम पर भी अड़ंगे लगाते रहते हैं, और इस कारण केन्द्रीय शिक्षा मन्त्री की स्थिति बड़ी दयनीय है, और इसलिये जब मैं गम्भीरता से इस प्रश्न पर सोचता हूं तो मुझे यह कहने में संकोच नहीं होता कि जिन जटिलताओं और कठिनाइयों के बीच में होकर माननीय शिक्षा मन्त्री महोदय को शिक्षा मन्त्रालय की नाव को खेना पड़ता है, उनको देखते हुए उनकी सफलता के लिये हमें बधाई देनी ही पड़ती है।

जैसा कि शिक्षा मन्त्री जी का नाम है मैं आशा करता हूं कि वह अपने नाम को पूरी तरह से सार्थक करेंगे। माली का मतलब है गार्डनर। जहां वह शिक्षा के उपवन में बहुत अच्छे फलों और फूलों के पौदे लगाते है....

श्री राम सेवक यादव : मैं चाहता हूं कि वह अपने नाम को सार्थक न करें क्योंकि माली बड़े लोगों के बगलों की शोभा बढ़ाता है और छोटे लोगों के घरों की नहीं और ऐसा ही वह कर रहे हैं।

श्री भक्त दर्शन : हमारे शिक्षा मन्त्री जी शिक्षा के उपवन के माली हैं, उनका काम जहां बहुत अच्छे फलदार और फूलदार पौदे लगाना है वहां उनकी रक्षा करने के लिये उनका यह कर्तव्य हो जाता है कि जो कूड़ा करकट उनकी वृद्धि में बाधक होता है उसको भी उपवन में से हटा दें । मेरा मतलब यह है कि आज भी देश के स्वतन्त्र होने के बाद भी, देश के कोने कोने में ऐसे बहुत से बद्धमूल निहित स्वार्थ हैं जो कि समय समय पर हिन्दी और भारतीय भाषाओं के मार्ग में रोड़े अटकाने का प्रयत्न करते रहते हैं । इस सम्बन्ध में मैं खास तौर से विश्वविद्यालय अनुदान आयोग पिछले दिनों की जो नीति अपनायी उसका उल्लेख करना अपना कर्तव्य समझता हूं । उसकी अधिक आलोचना नहीं करना चाहता, केवल इतना ही निवेदन करना चाहता हूं । कि हमारे शिक्षा मन्त्रालय ने डा० डी० एस० कोठारी की जो विश्वविद्यालय अनुदान आयोग के चेयरमैन की जगह नियुक्ति की है उसके लिये मैं बधाई देना चाहता हूं । यह नियुक्ति बहुत उपयुक्त अवसर पर की गयी । डा० कोठारी इस देश के ख्याति प्राप्त वैज्ञानिक ही नहीं हैं बल्कि अपनी सज्जनता, राष्ट्रीयता और बुद्धिमत्ता के लिए भी प्रसिद्ध हैं । मेरा विश्वास है कि उनके नेतृत्व में विश्वविद्यालय अनुदान आयोग उत्साह से कदम उठाएगा और अब तक जो उसकी आलोचना होती रही है वह समाप्त हो जाएगी ।

यह भी शिक्षा मन्त्री जी ने बहुत अच्छा किया कि पारिभाषिक शब्दों के लिये जो जो स्थायी आयोग नियुक्त किया जा रहा है उसका अध्यक्ष भी डा० कोठारी को नियुक्त किया है । मैं समझता हूं कि जो कुछ गलतियां अभी तक इस दिशा में होती रही हैं अब आगे से वे नहीं होंगी ।

तो मेरा विश्वास है कि शिक्षा मन्त्री महोदय अपने नाम को पूरी तरह से सार्थक करते हुए अगले वर्षों में शिक्षा मन्त्रालय के कामों में और अधिक सफलता प्राप्त करेंगे और जो आज आलोचना होती है वह समाप्त हो जाएगी ।

16 hrs.

श्रीमान आज सारे देश में लोग समय समय पर विद्यार्थियों की अनुशासनहीनता, उच्छृङ्खलता और कर्तव्य हीनता की बात सुनते हैं और इस सदन में भी समय समय पर इस बारे में विवाद होते हैं । विश्वविद्यालय अनुदान आयोगों ने भी इस बारे में समितियां नियुक्त की हैं । और विभिन्न राज्यों से भी इस सम्बन्ध में विचार विमर्श हुआ । बहुत से इसमें सुझाव दिए गए हैं । लेकिन जैसा मैंने एक बार निवेदन किया था आज फिर करता हूं कि अगर हम विद्यार्थियों की जो नई पीढ़ी है, जो नए पौधे उग रहे हैं, उससे इसको प्रारम्भ करें तो मुझे आशा है कि कुछ ही वर्षों में हम एक ऐसा स्थायी सुधार कर सकेंगे जो कि देश के नक्शे को ही बदल दे सकता है । दिल्ली में वैसे तो कई बार राष्ट्रीय अनुशासन योजना के अन्तर्गत जिन व्यक्तियों को शिक्षित किया गया है, उनके प्रदर्शनों को देखने का हमें मौका मिलता रहता है लेकिन अभी अभी एक सप्ताह पहले इस योजना के अन्तर्गत केन्द्रीय ट्रेनिंग कैम्प अलवर के नजदीक सिरसका में ट्रेनीज के कार्य को देखने का हमें अवसर मिला था । उसको देख कर हम लोग दंग रह गये । देश के नौ प्रान्तों के ट्रेनीज वहां आए थे और जब वे एक ही प्रकार से कदम मिला कर पैरेड के मैदान में चल रहे थे तो ऐसा अनुभव हो रहा था कि मानो देश ही हमारा आगे कदम बढ़ाता चला जा रहा है । नौ प्रान्तों के, नौ भाषाओं के बोलने वाले लोग एक ही तरह की भाषा बोल रहे थे, एक तरह का ही गीत गा रहे थे और एक ही झंडे के नीचे चल रहे थे । देश की भावनात्मक एकता का जो स्वप्न हम देखते हैं, उसको वहां हमने साकार पाया । मुझे लगता है कि जब वे ट्रेनीज वहां से निकल कर देश के

[श्री भक्त दर्शन]

अलग अलग भागों में, देश के कोने कोने में जायेंगे और हजारों और लाखों, विद्यालयों में, उनके द्वारा प्रशिक्षित छात्र और छात्रायें कदम मिला कर चलेंगी तो हमारे देश को प्रगति पथ पर अग्रेसर होने से कोई रोक नहीं सकेगा ।

मुझ से पहले बोलते हुए श्री बैरों साहब ने इस बात का जिक्र किया कि हमारी जितनी भी शारिरिक व्यायाम या विकास की योजनायें चल रही हैं, उनके बीच में सामंजस्य होना चाहिये, उनका एकीकरण किया जाना चाहिये । यह विचार बहुत अच्छा है । शिक्षा मंत्रालय ने डा० एच० एन० कुंजरू की अध्यक्षता में एक कमेटी भी नियुक्त की है । इस कमेटी ने करीब करीब अपना कार्य समाप्त कर लिया है । मुझे विश्वास है कि वह समिति एक ऐसा आधार स्थापित करेगी, कोई एसी नई योजना शिक्षा मंत्रालय और देश के सामने रखेगी जिससे जो मल्टीप्लीकेशन हो रहा है, बेकार खर्चा हो रहा है, वह समाप्त हो सके । जहां तक मेरी व्यक्तिगत राय का सम्बन्ध है, मैं कहना चाहता हूं कि मैंने कमेटी के सामने भी इसको रखा था और शिक्षा मंत्रालय के सामने भी रखता आया हूं कि जो योजना बने वह ऐसी बने जिसका आधार राष्ट्रीय अनुशासन योजना हो, उसमें संशोधन और सुधार करके उसको आगे बढ़ाया जाए । आज हमारे देश के लगभग प्रत्येक विद्यालय में व्यायाम शिक्षक नियुक्त है, उसको ट्रेनिंग दी जा चुकी है । अगर इस नयी योजना के अन्तर्गत उनको रिफ्रेशर कोर्स दिया जाए तो मैं समझता हूं कि उसी रुपये से, उसी खर्चे से सारे देश में इस योजना को व्यापक बनाया जा सकता है । इस किताब में और पंचवर्षीय योजना का जो प्रारूप दिया गया है, जो प्रोग्राम तैयार किया गया है, उसमें भी मैंने देखा है कि इस बात का उल्लेख मौजूद है कि जो लोग पहले से इस फील्ड में कार्य कर रहे हैं उनको रिफ्रेशर कोर्स दिया जाए । पिछले दिनों हमारे शिक्षा मंत्री हमारे वित्त मंत्री तथा दूसरे मंत्रीगण गए थे और उन्होंने इस योजना को देखा था और मुझे पूरा विश्वास है कि वे इस बात से प्रभावित हुए होंगे ।

इस सम्बन्ध में जो एक भ्रांत धारणा है, उसका भी मैं अन्त कर देना चाहता हूं । राष्ट्रीय अनुशासन योजना को लोकप्रिय बनाने का मतलब यह नहीं है कि जितनी और योजनायें हैं, उनको समाप्त कर दिया जाए । मैं समझता हूं कि इस योजना में संशोधन करके और समझौता करके चला जा सकता है । इस वास्ते यह जो भ्रम है कि दूसरी योजनाओं को समाप्त कर दिया जाएगा, यह निराधार है । जहां तक एन०सी०सी० का सम्बन्ध है, उसको कालेजों में रहने दिया जाए क्योंकि वहां जा कर लड़के लड़कियां काफी नौजवान हो जाते है, वे बन्दूक चला सकते हैं, उनको सामरिक शिक्षा दी जा सकती है, उनको देश की रक्षा के प्रहरी बनाया जा सकता है। जो नीचे की कक्षायें हैं, खास तौर पर जूनियर हाई स्कूल और हायर सैकेंड्री की कक्षायें है वहां इस राष्ट्रीय अनुशासन योजना को चलाया जा सकता है । सारे देश के प्रत्येक जिले में अगर कम से कम एक दो विद्यालयों में इसको लागू कर दिया जाए तो बहुत अच्छा होगा । जिन राज्यों में इसको अभी तक लागू नहीं किया गया है, वहां पर भी इसको लागू कर दिया जाना चाहिये । इस सम्बन्ध में मुझे उत्तर प्रदेश का नाम लेते हुए शर्म आती है । उत्तर प्रदेश में जहां से श्री बैरों भी आते हैं और मैं भी, इतना हल्ला होते हुए भी इसको चलाया नहीं गया है । एक कहावत है "तीन लोक से मथुरा न्यारी"। उत्तर प्रदेश की महिमा ही अजीब रही है । उत्तर प्रदेश का निवासी होते हुए वहां की सरकार की आलोचना करने में मुझे आनन्द नही आता है । लेकिन सारे देश के लिए जब कोई योजना बननी है तो मुझे अपनी राज्य सरकार के रवैय्ये को देख कर ढाई ईंट की मस्जिद और ढाई चावल की

खिचड़ी वाली कहावतें याद आती हैं । प्राविंशल एजुकेशन कोर की जो स्कीम वहां चल रही है, उसके विरुद्ध कोई नहीं है, उसके साथ मिला कर इस स्कीम को भी चलाया जा सकता है । मैं चाहता हूं कि हमारे शिक्षा मंत्री महोदय, इस पर गम्भीरता से विचार करें ।

मैं ने देखा है कि पिछले वर्ष इसके लिए २६ लाख रुपया रखा गया था । इस साल इस के लिए ३६ लाख २६ हजार रुपये की व्यवस्था की गई है । इसका मतलब यह हुआ कि पहले से ज्यादा रकम रखी गई है । लेकिन जिस तरह से अन्य माननीय सदस्यों को इस पर सन्तोष नहीं है, उसी तरह से मुझे भी नहीं है । इसके विकास की जो योजना दी गई है, उसमें यह मांग की गई है कि तृतीय पंचवर्षीय योजना में इसके लिए कम से कम पांच करोड़ रुपये की व्यवस्था की जाए, यानी प्रति वर्ष कम से कम एक करोड़ रुपया इसके लिए मिलना चाहिए । जैसा मैंने निवदन किया कि जो हमारे पुराने व्यायाम शिक्षक हैं उनको ही रिफ्रेशर कोर्स दे दिया जाए तो बहुत कम खर्चे में इसको और आगे बढ़ाया जा सकता है । मैं आशा करता हूं कि इस पर माननीय मंत्री जी विचार करेंगे ।

श्रीमान, मैं शिक्षा मंत्री जी को इस बात के लिये बधाई देना चाहता हूं कि पिछले कुछ दिनों से उनका ध्यान संस्कृत की शिक्षा और प्रसार की ओर गया और खास करके जो गुरुकुल की संस्थायें पहले से चल रही है, उनको सहायता प्रदान करने का और उनको मान्यता देने का प्रश्न सरकार के विचाराधीन है । गुरुकुल संस्थाओं या वहां की शिक्षा प्रणाली से हमारे शिक्षा विशारदों का कुछ मतभेद हो सकता है, और मतभेद की गुंजाइश भी है । लेकिन इस बात में कोई सन्देह नहीं है कि जिस जमाने में, ब्रिटिश जमाने में हमारे देश में पश्चिमी प्रकार की शिक्षा चल रही थी तो इन गुरुकुलों ने रेगिस्तान में एक तरह से नखलिस्तान का काम किया था और भारतीयता के राष्ट्रीय झंडे को इन्होंने बुलन्द किया था । यह बहुत सुन्दर बात है कि हमारी संस्थाओं को मान्यता प्रदान की जाए । मैं मंत्रालय को इसलिये भी बधाई देना चाहता हूं कि वह कोई कानून इस तरह का बनाने वाला है कि जिसके द्वारा उनको विश्व-विद्यालयों का दर्जा दिया जा सके । मैं चाहता हूं कि वह जल्दी से जल्दी होना चाहिये ।

इस सम्बन्ध में मैं एक यह भी निवेदन करना चाहता हूं कि अभी तक भी हमारा शिक्षा मंत्रालय पूरी तरह से इस बारे में जागरूक नहीं है । उदाहरण के लिये इसी रिपोर्ट में कहा गया है कि गुरुकुल कांगड़ी के लिए एक लाख रुपया मंजूर हुआ है । मुझे बताया गया है कि कुछ वर्ष पहिले जब इस गुरुकुल कांगड़ी की जुबिली मनाई गई थी तो पांच लाख रुपये की घोषणा स्वयं शिक्षा मंत्री महोदय ने की थी । वह पांच लाख घटते घटते एक लाख ही रह गया है । लेकिन यह भी उसको अभी तक नहीं मिला है । ३१ मार्च आने वाला है और इससे पहले पहले यह रुपया मिल जाना चाहिये । कभी वित्त मंत्रालय कोई अड़चन डाल देता है, और कभी नियमों की अड़चन डाल दी जाती है । जामा मिलिया और दूसरी संस्थाओं को पैसा मिल भी चुका है परन्तु गुरुकुल कांगड़ी को यद्यपि वित्तीय वर्ष समाप्त भी होने वाला है अभी नहीं मिला है, अभी तक लिखा पढ़ी ही हो रही है । मैं चाहता हूं कि इसमें शीघ्रता लाई जाए और जो रुपया उसको देना है वह तुरन्त दे दिया जाए ।

अध्यक्ष महोदय, आपकी आज्ञा से पिछले अधिवेशन के अन्तिम दिन मैंने एक आधे घंटे की चर्चा उठाई थी और वह स्वतन्त्रता

[श्री भक्त दर्शन]

संग्राम में जिन राजनीतिक पीड़ितों ने अपनी जानों की आहुति दे दी थी, उनके आश्रिती के सम्बन्ध में थी। आज भी जो राजनीतिक पीड़ित जीवित हैं, वे बड़े कष्ट में अपने दिन बिता रहे हैं। कुछ लोग हैं जो अनुभव करते हैं कि बहुत से मंत्री हो गए, एम० पी० हो गए, एम० एल० ए० हो गए और उनकी अच्छी हालत हो गई है। लेकिन अगर आप तह में जायें तो मैं समझता हूं कि आप पायें कि सारे देश में जहां तक एक लाख व्यक्तियों ने कुर्बानियां की थीं, उनमें से ६०–७० हजार अब भी ऐसे हैं, जो बहुत ही गरीब हैं, बहुत ही कष्ट में दिन बिता रहे हैं। उनके लिए कोई विशेष कार्य नहीं किया गया है। बड़ी मुश्किल से, बड़ा हल्ला मचाने के बाद अध्यक्ष महोदय, आपके समर्थन से एक योजना तैयार की गई है कि उनके आश्रितों को शिक्षा सम्बन्धी सहायता दी जाए। लेकिन रिपोर्ट में कहा गया है कि अभी तक केवल चार राज्यों में ही उसे लागू किया गया है और वे राज्य हैं, आंध्र प्रदेश, बिहार, मैसूर और उड़ीसा। दिल्ली मनीपुर और त्रिपुरा जो कि केन्द्र शासित प्रदेश हैं उनमें भी इसको लागू किया गया है। इस कार्य में ५० प्रतिशत सहायता केन्द्रीय सरकार की ओर से दी जाती है। उस दिन माननीय शिक्षा मंत्री महोदय ने आश्वासन भी दिया था कि विशेष परिस्थितियों में इस सहायता की मात्रा को बढ़ाने का भी वह प्रयत्न करेंगे। राज्य सरकारों का यह जो रवैया है यह निराशाजनक है। हमारे देश में राज्यों की स्वाधीनता की, स्वतन्त्रता की आवाज उठती है, इस प्रकार का नारा लगाकर अपने को अलग करने की भावना मैं समझता हूं, खतरनाक है और इस सम्बन्ध में जरा कड़ा रुख अपनाने की आवश्यकता है। मैं शिक्षा मंत्री महोदय से अपील करता हूं कि राजनीतिक पीड़ितों के आश्रितों के लिये जो योजना उन्होंने तैयार की है वह है तो बहुत सुन्दर लेकिन इस बात का प्रयत्न किया जाना चाहिये कि आगामी तीन चार महीनों में यानी पहली जुलाई से तो कम से कम इसको पूरी तरह से लागू कर दिया जाए। इसलिये यह आवश्यक है कि तमाम प्रान्तों में राजनीतिक पीड़तों की सूचियां तैयार हों, उनका सैंसस हो। मैं समझता हूं कि केन्द्रीय सरकार ने अभी पिछले दिनों यह निश्चय किया है कि जिन्होंने स्वाधीनता संग्राम में भाग लिया था उनका एक "हू इज हू" तैयार किया जाए, उनकी एक परिचय पुस्तिका तैयार की जाए, उसको प्रकाशित किया जाए। मैं कहना चाहता हूं कि उनके नाम पुस्तक में छप जाना ही काफी नहीं है। इसको आप करें, यह बड़ी अच्छी चीज है। हर एक प्रदेश में इसको तैयार किया जाना चाहिये। अगर और देश की बात होती तो होना यह चाहिये था कि जिन्होंने स्वाधीनता संग्राम में भाग लिया था, उनको राष्ट्रपति जी के हस्ताक्षरों से अभिनन्दन पत्र समर्पित किए जाते और उनको प्रत्येक समारोह में बहुत ही गौरव के स्थान दिये जाते। लेकिन इसको छोड़ दीजिये। यह तो गई बीती बात है अब जो योजना आपके सामने है और जो बड़े संघर्ष के बाद स्वीकार की गई है, मैं शिक्षा मंत्री जी से अनुरोध करूंगा कि बड़े उत्साह और बड़ी लगन के साथ राज्य सरकारों को वह मनाने का प्रयत्न करें ताकि आगामी १ जुलाई से प्रत्येक राज्य में इसकी सुविधा राजनीतिक पीड़ितों के आश्रितों को प्राप्त हो सके।

अन्त में अधिक न कहते हुए मैं इतना ही कहना चाहता हूं कि जो बातें मैंने कही हैं, उनपर विचार किया जाये और उनको अमल में लाने का यथाशीघ्र प्रयत्न किया जाए।

Mr. Speaker: Every other man gets an award. Those persons that suffered and took part in the freedom movement in the whole of India must be helped. A list must be made of

such persons, and they and their children must be given some help and assistance. Their children should be helped in their study. That is a good suggestion. A Who's Who of every blessed man in the world is there, but not of these people, who fought for the freedom of this country and all of them are perishing.

Shri Ram Sewak Yadav: What about the honour given to freedom-fighters at the Queen's reception at Jaipur?

Shri S. M. Banerjee: Chandra Sekhar Azad was killed; his family is suffering.

Mr. Speaker: The Centre is somewhat helpful. But what about the States?

An Hon. Member: There are so many.

Shri Khadilkar: Mr. Speaker, Sir, a few minutes back you wrongly styled me as a politician.

Mr. Speaker: I will call him a statesman.

Shri Ram Sewak Yadav: May I know whether he has changed his educational policy or whether he holds to the same policy?

Shri Khadilkar: All the ills that are there in the academic world perhaps are due to the politics that has entered the field. I will strive to eschew it. Recently in last November, if I am not mistaken, the Education Minister addressed the Education Ministers from the States. He gave a review and a sort of perspective view of our education in reference to our Third Plan. I find from the review that he missed one vital element or vital factor, which he ought to have considered when he was talking about education, particularly in reference to the Third Plan.

We are on the verge of a revolution so far as the field of education is concerned, viz., the traditional society is slowly being penetrated by neo-literates, new developmental efforts and other social activities. There is a certain ferment all round. What is happening today is, naturally there is a certain amount of conflict between generation and generation one can understand that. But unfortunately there is a big cleavage between reality and education in this country. This problem was very pointedly mentioned in a recent study of Soviet society by a newspaper man, who is a communist and who spent five years in U.S.S.R. He made a rewarding study, which has been recently published. In that study, he has made a very pertinent reference to problems and reforms in education in Soviet society. They are very much relevant to our problems, because the Soviet society is in a phase of transformation. While a society is in a state of transformation, just as we look to the industrial projects and other social developmental aspects, it is incumbent on us to look at the problems of education from a fundamental point of view.

Most of our pioneers in the field of education were, if I am not mistaken, Oxbridge people, as they call it, with Oxbridge shine. My friend, Shri Hiren Mukerjee will excuse me if I use that expression. When they laid the foundation, certain liberal ideals were there. But today the ideals have changed, and we want to bring into our educational schemes in the next Plan about 80 per cent of children in the age group 6—11 and at the university level by the end of the year, if I am not mistaken, about 9 lakhs students. This is a gigantic problem and unless we apply our mind altogether in a different way, I do not think mere grants or certain schemes envisaged by the Education Ministry would be able to meet the situation.

I would read out one or two sentences in order to illustrate my point. This book is entitled Inside The Khrushchev Era wirtten by an objective observer, Mr. Giuseppe Boffa, an Italian communist, who spent five years in Russia. He was given all facilities to study all facets of Soviet life. There is a particular chapter

[Shri Khadilkar]

on school reform. I am referring to this very penetrating analysis of the school system prevalent in the Soviet Union and the problems that they are facing, because they are more similar to our problems: He says:

> "A cleavage was developing between education and reality as school became detached from life to become an end in itself. The objective of a school, particularly the high school, cannot be only to create specialists. It has a much higher task—to find man for his existence in a Socialist society,...."

Another observation he has made in this context is also very important:

> "At the base of the reform is a new and revolutionary idea. All young people, whatever their origin and their attitude, must have a job in the productive life of the country after a determined cycle of study has been completed. Thereafter, for a given period, study and work will go together and selection for university training will take into account achievements in both spheres."

This is very important, because this is a problem facing not only India but all the world, for instance, in Britain. Recently I saw one report. This problem is exercising the mind of the educationists there in Britain and they have appointed a committee under the presidentship of Lord Robins, to suggest how to meet the needs of the expanding university population on the one side and the needs of a new society on the other

In this country, immediately after freedom, we had such a commission on university education and it reported in 1949 or 1950. That was known as the Radhakrishnan Commission. I do not mean any disrespect to them, but this commission did not apply its mind to the changing or transforming society. I have seen their report and that is my view. In ten years, I must say that our society has transformed, which perhaps few in this House realise. If you go to a village, in our society which has got the hierarchical caste system, if you go to the lowest bottom, when a child once enters into a primary school, his parents naturally desire that he must have education, whether he is so much qualified or not, stage after stage till he enters university, because without entering the university, he is not likely to fit himself in the new social environment and get a suitable job. This is very important.

Of course, there is some element of truth in saying that people coming from the rural areas are at a great disadvantage. This is not only in India. There also in Russia I would like to refer to one small quotation. We generally assume that in the Soviet Union, there is no discrimination. But there also, this author says that people who have got influence get easily into higher and technological institutions vis-a-vis other students There are rigid examinations and students coming from rural areas are at a disadvantage compared to the students coming from the city areas. This is an observation made even by this author that in the so-called "developing socialist society" these things are also seen. I will read one or two sentences:

> "A single examination by no means discovers the best candidates. The use of influence was possible; a parent of prominence in the community or with ties in university circles could get his child admitted unfairly. But the crucial fault with the examination system was the advantage it gave city students compared to those in the country."

These are all very significant things.

Today in the countryside colleges are sprouting up even at the talukas. So far as my area is concerned, formerly there was one university. Now there are four. I do not know how they get qualified teachers. But there is a demand, and they get them, whatever the qualification; because, qualification becomes a secondary thing. You have got to provide teachers. Therefore, my first submission is that they will have to view the problem in a different context, appoint a committee of this nature, wherein we will consider how we are going to fit in the whole educational apparatus within the framework of a transforming society, where the traditional old social order is definitely being undermined and is being disrupted slowly. This is one aspect regarding higher education which I want to place for your consideration.

There are some other aspects which I will refer to in a few minutes. There is the question of the university language. What should be the medium of instruction? Unfortunately, I must give a warning at this hour to those who would like to heed it. There are fanatics and the worst fanatics are the language fanatics; that is to say, those people who say "here and now, we must have Hindi as the medium of instruction" or the people who go to the other extreme and say, like Shri Maganbhai Desai, "all education must be in the regional language, in Gujerati" What is happening? Already we say that our national unity today, with all talk of national integration, emotional integration and all that, is being weakened because, after the creation of language States, there is a greater identity with the regional language feeling, regional patriotism, regional casteism, tradition and what not. We look at India with all this. When we go back to our State, leave aside this House, people look at India from that regional angle and they consider the only problem is the problem of their State.

Shri Yadav Narayan Jadhav: No, not like that.

Shri Khadilkar: This is my view. Therefore, if you want to contain this regional patriotism within the broad framework of national unity, you will have to take steps regarding the language or medium of instruction in the universities with more caution.

There is another aspect to it—one hon. Member referred to that—and that is regarding the technical terms. Unfortunately, in this country, in our mistaken patriotism, we coin many words. Dr. Raghu Vira has opened a mint for manufacturing words. He is creating words which have no meaning. Words or language can be built up only through social intercourse. He forgets all that and he feels he can throw away words as if he is running a mint, as it was once in America that introduction of education was looked at as the production of manpower; you can produce any number of engineers you want. How many educated people you want for this establishment? "All right, put them, as they say, on the assembly line and you will get so much manpower for this technical job and so much for that".

I will give you one small instance. All people in this country know what is cement. In Marathi also we call it cement and everybody knows it. But if you call it *Vajrachoorna*, I do not know with all your Sanskrit scholarship how you will translate it to your people; I simply fail to understand it. Therefore, the only way to translate the highly technological terms is to absorb them; that is to say, retain the international terms. There is no other alternative. If you want to educate people in this way, then alone you can make them technically literate. Today we are technically illiterate. And when we look at the west, particularly the Soviet Union and America, we find that technical graduates every year are produced at a higher rate in the Soviet Union than even in America. You will have to meet that demand in this country.

Therefore, I would like to urge that all this fanaticism regarding invention

[Shri Khadilkar]

of new terminology—as I said, counterfeit minting of words—must be stopped, and fanaticism regarding the introduction of language for teaching at the university level should not be carried too far. I for one certainly want one language. We must speak in one voice. But that language must certainly appeal to me, must inspire me in such a way as my mother-tongue does to express myself in a better way. Is it happening today? It is not happening. There are certain barriers which we must remove. And when we call a language a national language, it is the duty of those who sponsor the national language to enrich it, to develop it, to introduce it at all levels and say "we are going this way at the administrative level, at the university level, in all this region", so that others might follow that example.

Sir, one small thing and I have done. Recently there was an enquiry regarding Aligarh. Two years back there was an enquiry regarding Banaras. I think these are symptomatic. It is no use apportioning the blame, because, as I say, in all walks of life today the ideological objective is lost sight of and instead of thinking in terms of philosophy, we have given up all philosophy and think in terms of politics and of groups. Whether it is in politics or academic life, say a medical conference or any conference, or in any organised body, we just come round to one grouping, that is grouping of politics and power.

If you want to fight this menace, it is the duty of the Education Ministry and the educators of this country and the new generation that is coming up, that they must feel that there is a new intellectual ferment in the country, that new ideas are developed and absorbed and new ideals are placed before them, ideals of a new society which is emerging out of all our effort. If such an attitude is not adopted by the Education Ministry with all the other equipment at their disposal, I do not think future generations will say that they were equal to the task.

Mr. Speaker: I shall now call upon Shri D. A. Katti. My difficulty is that I cannot call every group on every subject. I am not calling every group on every subject. Groups that have three, four, five or six Members I must allow, but because he represents the Scheduled Castes I have called him. Otherwise, I would have called Shri Supakar or Shri Yadav.

श्री रामसेवक यादव: अध्यक्ष महोदय, शिक्षा का प्रश्न बहुत महत्वपूर्ण है।

Mr. Speaker: I will call him on another time. I cannot help.

श्री रामसेवक यादव: और विषय पर आप चाहे न बोलने दें पर शिक्षा पर तो अवश्य मौका दिया जाये।

Mr. Speaker: He wants to talk on every subject.

Shri Ram Sewak Yadav: Those grants which involve some policy.

Mr. Speaker: I do not know if there is any subject which does not involve policy! Yes, Mr. Katti.

Shri D. A. Katti (Chikodi): In this ever-progressing world, education has become a matter of the utmost importance. But in spite of this importance and in spite of so many schemes and in spite of so many programmes, seminars, exchange of scholars and scholarships and all this noise, I feel that education is being neglected.

16.30 hrs.

[MR. DEPUTY-SPEAKER *in the Chair*]

I do not know whether this is done consciously or unconsciously. But we must remember that in this country which is beset with all the ills and

evils, we have to take proper care of education, because education will take care of the rest.

There is a general feeling, or rather there is a general complaint from most of the people in the country that there is an awful fall in the standard of education, that there is chaos in the sphere of education. To save the present generation from any further fall, it is very necessary to go into the causes that have led to this fall or this deterioration in the system of education, and try to improve the quality of education.

I have tried to study this question, and I have found that primary education which is the foundation has been weakened by following a wrong method and a wrong policy in respect of education. I have visited many of the schools in the villages as well as in the towns, especially the primary schools, and I have got some impressions which I would like to place before the hon. Minister, through you, Sir, for his consideration.

One will find in the primary schools, especially in the first four classes, that there are about fifty to sixty students in every class, and it is absolutely impossible for one teacher to teach so many children or to take care of so many children. Of course, in the colleges, it is possible that one lecturer may lecture for about hundred students, but especially in the primary schools it is not at all possible to take special care of as many as sixty students. Therefore, I would like to suggest that for every group of twenty-five students there should be one teacher. Thus, we would be requiring a greater number of teachers. But then, if we want to improve the quality of education, and if we want that the teachers should take special care of the students, then we shall have to provide for these teachers also.

Then, there are so many other activities in these schools, extra activities; for example, there are several special weeks celebrated, such as the prohibition week, the small savings week, and so on; I think there are as many as twenty-six such weeks. The students are taken on those days in the procession, and they shout slogans, and then they come to the school-building. There, some *gram-panchayat* man is dragged and forced into the president's chair, and he is made to preside over the meeting; and the teacher then delivers a speech on prohibition or on small savings and so on, as the case may be, before his audience which consists mostly of students; actually, the lecture is meant for the villagers, but the teacher delivers his lecture as far as his knowledge goes, to those students only. This is waste of time and waste of energy. This sort of thing should be done away with.

Thirdly, I would like to say a word about basic education. Last time also, I referred to this subject, and the hon. Minister said then that it was too late to do anything in that respect. I say that it is never too late. You must study the results, and then you must be prepared to adjust and readjust according to the circumstances. If the results are not good, you must be prepared to read just this basic education. I have seen what this basic education is; it means simply spinning and sweeping the rooms; a lot of time is spent on this. The teacher never takes any interest and the students also take no interest; simply, a lot of time is spent on this sort of education. Those who advocate this basic education are sending their children only to the convent schools. They tell others that they must send their children to the basic education schools. Why should there be this kind of discrimination? If you believe in basic education, you must be prepared to send your children to the basic education schools.

The lot of the teacher is worse than that of others. As everybody knows, the teacher is the lowest paid servant under the Government. He is the most unhappy person. He has not got any

[Shri D. A. Katti]

desire to teach, and especially the primary school teachers have got a number of children; I do not know why; when they have got so many children, and they have to shoulder these family responsibilities, and they get just about Rs. 60 to Rs. 70, they are not in a position to carry on with that amount; so, they are longing for so many tuitions; thus, they never take care of the students in the schools.

Further, the primary school teacher has not got any social status also. In this country, power is worshipped; in this country, money is worshipped; even the ordinary police constable is valued because he has got a sort of status, but this poor teacher has not got money; he has not got power, and therefore, he does not get any social status at all. Therefore, in order to enhance his status, you must give him at least Rs. 100 minimum salary per month, including all allowances. Instead of spending crores of rupees on construction of buildings, if you help this man, the teacher, he can put his heart and mind into his work and can teach his students well. That way it will be possible to improve the quality of education.

Secondly, I come to the suggestion about mid-day meal. Shrimati Renuka Ray referred to it. I agree that mid-day meal should be given to the students who are poor. But I am opposed to that because if you give this mid-day meal to poor students only in the school, that will create inferiority complex in their mind. If at all you want to give mid-day meal, give to all the students; otherwise, do not give to anybody. It is a very wrong principle they are following and I vehemently oppose it. Instead of mid-day meal, Government could give them scholarships. That way they could be helped. Or they may be helped with stationery, books etc.

You are going to spend this 16 nP which is not going to reach the students. I know very well what happens. The teachers do not spend the amount. They are poverty-stricken. So they also do not spend all the money on the children. This is what is happening. So it should be done away with.

Shrimati Renuka Ray: May I interrupt for a minute....

Shri D. A. Katti: I do not yield.

Mr. Deputy-Speaker: When he is not yielding, the hon. Member has to be content with that.

Shri D. A. Katti: The constitutional responsibility of the State Governments is to provide universal education; it ought to have been done by 1960. there is no progress in that respect also. Very attractive figures are given in the Report. It is said that by the end of the Second Plan, there will be about 338 lakh students in primary schools. In this respect, I made an inquiry and found that about 50 per cent of them are not attending schools. Therefore, I am not going to be led away by these figures which are so attractive. Here also the Minister should pay his attention.

Then as regards secondary and University education, I may say that because of basic education, *sapthahas*, rush in the class and the teachers' inability, the students learn very little. They go to the secondary school and from there to the University. But the student is very weak; he cannot even write his name properly and cannot also read. That is the result of this primary education. I was shocked to see that my son who was studying in the second standard, was not able to read even two or three letters. Then I appointed a teacher and within six months, he could read the newspaper. This is my personal experience. So as Shrimati Renuka Ray said, there is no standard and therefore, there is no question of a fall in standard. It is with this qualification and knowledge that

the student goes to the secondary school.

I do not wish to say anything about the teaching method, but there the examination system is wrong. There is a one-way traffic in secondary and University education, because the teacher or the professor goes on lecturing, lecturing and lecturing, without taking stock of what he has taught and what the student has learnt. This is not the way to teach. Every week he must see what he has taught and what the student has learnt. This system is followed in American Universities. But here it is a one-way traffic. I would request the Education Minister to take this matter also into consideration and see whether he cannot effect any reform as regards the system of examinations. Then there is very often change in the curriculum. That should not be done.

Again, the Ministers in the States, most of them, are not educationists at all. I have put some questions to them, and they have not been able to enlighten me on questions on education. These people are made the Education Ministers, and they, without any purpose, without having any knowledge, dabble with education and spoil everything. For instance, on the question whether English is to be introduced or not, the Minister will come and say something, without knowing its repercussions. Again, when there is criticism, he comes in and says no, no, that was wrong, now we are reversing it. That way, one day English is introduced, and the next day it is removed. It happened in Bombay, and some of the educationists, persons connected with education, made complaints against this. That should not happen.

In view of the failure of the State Governments to impart good education and the chaos that is created, and in view of the importance of education today, I would like to suggest that the Constitution should be amended, and education made the sole responsibility of the Centre, and not of the States. Then there would be uniformity and some improvement.

Shri Goray: Uniform chaos also!

Shri D. A. Katti: Otherwise, these Ministers will go on dabbling and spoiling everything.

Nobody in this debate has referred to the indisicipline of students, even though that continues. According to me, this indiscipline among students is due to politics. Politics has entered the holy place of education. The parents have got connection with some political parties, and whenever some movements take place, the parents also do not take any objection. So, they are also responsible. So, politics is responsible for this indiscipline. And for the indecency among students, I think the cinema is solely responsible. You know, Sir, most of them are obscene. There is no check over the cinemas. Any man without knowing anything, writes any bloody story, and that is released.

Mr. Deputy-Speaker: If the hon. Member is going to discard everything attractive, how can the Minister help him?

Shri D. A. Katti: That can be made more attractive, in a very decent way. Anyway, that is my impression, and I cannot help it.

Shri Barrow: You are very orthodox.

Shri D. A. Katti: I am not: I too visit the films, but that is my impression. There is nothing instructive, nothing entertaining also. As you say, there must be something attractive and entertaining, but I find nothing entertaining there, and absolutely nothing aesthetic.

Many hon. Members have spoken about Hindi. I do agree that Hindi should be introduced. Everybody should know Hindi, but difficulty is being experienced. The words are not properly coined. In certain places I find P.W.D. is called लोक निर्माण विभाग

[Shri D. A. Katti]

that is, the department producing people, and a State farm is called राजकीय कृषी । So, you are not getting proper words. It is not necessary to go on coining all the words. You have got, for instance, Krishi Bhavan and Rail Bhavan. Krishi Bhavan is all right, but rail is not Hindi. That way you can use English words. Lok Sabha and Rajya Sabha you can find in the English dictionary. Then why are you so much afraid of English words, and want to translate every word? You can have the same word, and people can very well understand. If it is a coat, say coat. That way too you can enrich your language. Till then, there should not be any insistence upon substituting Hindi for English, because I say English has given you life. There may be hatred towards the English people, but do not have hatred for the English language. It is because of English language that you have been able to fight the English people, oust them and have this freedom. That day, when the Prime Minister was speaking on Congo affairs, he said that the Belgians did not allow those people to receive education beyond the primary stage. If the English people also had started Sanskrit *patasalas*, what would have happened? Because of this English education you have been able to reach this stage. Otherwise, your freedom movement would have been postponed for a hundred years. (*Interruption.*) We have reached this stage because of that education. Why go on hating an international language? We have been able to receive a good deal of benefit out of it.

I am glad to read one thing that a committee on religious and moral instruction was appointed and it has made some recommendations about the teaching of religion in the colleges. I welcome this measure; but I would like to suggest also that as there is the Science Institute or the Agricultural Institute, in the same fashion, there should be a Theological Institute where a comparative study of all religions can be made. Religion has become more and more important because the world is advancing too far ahead and there is technological advancement and scientific advancement. Therefore, proper religion which could help a man to grow in life should be studied. That is why such an Institute would go a long way to achieve this objective.

One minute, Sir, about scholarships. The distribution of the scholarships to the Scheduled Caste students is handed over to the State Government. I would bring to the notice of the hon. Minister that the distribution is not still properly made and the students are not getting the scholarships in time. That way a great obstacle is put in the way of the students. I hope the hon. Minister would instruct the State Governments to do the needful in this matter.

Shrimati Renuka Ray: Sir, on a point of personal explanation. According to the scheme the mid-day meals are served not only for the poor children but for all; but only the rich parents are expected to pay for it.

Shri D. A. Katti: I have said that it is a fact.

Mr. Deputy-Speaker: He has not criticised the hon. Member. There ought not to be any personal explanation.

The hon. Members may now move their cut motions relating to the Demands under the Ministry of Education, subject to their being otherwise admissible.

Need for opening free Hindi teaching centres in non-Hindi areas

Shri Aurobindo Ghosal: I beg to move:

> "That the demand under the head Ministry of Education be reduced by Rs. 100." (76)

Need for developing Hindi language by coining important phraseology from all-Indian regional languages.

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (77)

Failure to introduce free and compulsory primary education

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (231)

Failure to check indiscipline among students

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (232)

Failure to maintain the falling standard of education

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (233)

Failure to introduce Sanskrit in Schools and colleges as a compulsory subject

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (234)

Failure to introduce the oriental Cultural aspects in text books of schools and colleges

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." 235)

Need to re-orientate the existing system of examination

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (236)

Inadequacy of facilities for education, training, after-care and employment of physically handicapped persons, particularly the blind and the deaf and dumb

Shri S. C. Gupta: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (594)

Need to assess the requirements regarding education, training, after-care and employment of the physically handicapped on States or regional basis and to provide resources accordingly

Shri S. C. Gupta: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (595)

Need to investigate the possibility of employment of physically handicapped persons in different industries and to take suitable steps to induce employers to provide such employment

Shri S. C. Gupta: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (596)

Need to employ or give out contracts to physically handicapped artisans and craftsmen by Government and by public sector undertakings in suitable cases

Shri S. C. Gupta: I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (597)

Failure to grant scholarships to the needy students

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (289)

Failure in the proper selection of students for foreign scholarships

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (290)

Need for more scholarships for the hadicapped

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (291)

Need to expediate the set-up of the National College of Physical Culture

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (292)

Need to form a national committee of sports for the recognition of individual sportmen and teams

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (293)

Need for free schools for the blind

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (294)

Need for linking the problems of the youth with the National Discipline Scheme

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (295)

Need for coaching Indian Sportsmen

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (296)

Need for national stadia in big cities

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (297)

Need to expedite the completion of the Calcutta Stadium

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (298)

Need to give grants to States for setting up a small stadium in each district

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (299)

Need for free schools for the deaf and dumb

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (345)

Need for showing educational films in schools

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (346)

Need for retaining the current scientific terminology in Hindi

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (347)

Need for translating the words from regional languages into Hindi

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (348)

Need for more scholarships for the school students

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (349)

Need to change the basis of awarding national awards to teachers

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (350)

Need for a Linguistic University for Indian languages

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (351)

Need to lay down strict standards for the non-government Colleges for obtaining grants from the University Grants Commission

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (358)

Need for audit on the utilisation of grants made by the University Grants Commission to the colleges

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (359)

Need to keep a check on the development of non-government colleges obtaining grants from the University Grants Commission

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (360)

Need for a non-official committee of educationists to review the progress and improvement of the colleges which are under the University Grants Commission scheme

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (361)

Need to open Evening Colleges in all the Universities

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (362)

Need to introduce correspondence courses in all the Universities

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (363)

Need to abolish third division in the examination for Masters' degree

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (364)

Need for more trained teachers for multi-purpose schools

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (365)

Failure of multi-purpose schools scheme in West Bengal

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (401).

Need to integrate secondary schools and multi-purpose schools in one category

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (402).

Need to provide free universal compulsory primary education

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (403)

Need to change the present system of examinations

Shri Aurobindo Ghosal: I beg to move:

"That the demand under the head Education be reduced by Rs. 100." (404)

Need to establish more teachers' Training Schools and Colleges

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by (405)

Need for the change in the scheme of the Basic Training Schools and Colleges

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (406)

Need for abolishing the grants of scholarships to Scheduled Castes and Scheduled Tribes on the basis of caste

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (407)

Delay in giving grants by the University Grants Commission

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (453)

Need to dispense with the matching grants by the University Grants Commission

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (454)

Need for grants by U.G.C. for setting up libraries in colleges

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (455)

Need for grants by U.G.C. for purchase of equipment by colleges

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (456)

Failure to impart free and compulsory education to all children below the age of fourteen years

Shri S. M. Banerjee: I beg to move:

"That the demand under the head Education be reduced by Rs. 100." (564)

Question of pay and other service conditions of teachers of higher secondary schools.

Shri S. M. Banerjee: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (565)

Question of pay and other service conditions of University teachers

Shri S. M. Banerjee: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (566)

Need to have a residential University at Kanpur

Shri S. M. Banerjee: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (567)

Need to have three years degree course in U.P.

Shri S. M. Banerjee: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (568)

Growing frustration among the students

Shri S. M. Banerjee: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (569)

Slow progress in providing free primary education

Shri Supakar: I beg to move:

"That the Demand under the head Education be reduced by by Rs. 100." (598)

Need to provide more opportunities for University education

Shri Supakar: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (599)

Development of Sanskrit

Shri Supakar: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (600)

Need to educate and encourage the education of disabled students by awarding them stipends

Shri Khushwaqt Rai: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (619)

Need to make Hindi the medium of instruction in the Delhi University

Shri Khushwaqt Rai: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (620)

Failure to check growing indiscipline among students

Shri Khushwaqt Rai: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (621)

Failure to check irregularities in the Banaras Hindu University

Shri Khushwaqt Rai: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (622)

Failure to make proper arrangements to give scholarships to the students of scheduled castes

Shri Khushwaqt Rai: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (623)

Need for suitable efforts for the development of Hindi as national language

Shri Khushwaqt Rai: I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (624)

Mr. Deputy-Speaker: These cut motions are now before the House.

Shri Sadhan Gupta he will have only a few minutes.

Shri Sadhan Gupta: Sir, I am referring to the problem of the education of the physically handicapped. In this matter there ought to be a definite direction of policy. Our difficulty is in the matter of the physically disabled; and the people involved are the blind and the deaf and dumb. We are accustomed to see them as beggars; and , naturally, our inclination is to be charitable. But, as a matter of policy, this is not only undesirable but positively harmful. It is very necessary that the problem should be approached not from the charitable point of view but from the point of view of utilising the material in society which is going waste now and which might be very profitably utilised to the benefit of society and, of course, to the benefit of the individuals concerned, if proper training and education are imparted and proper conditions are created.

It must be realised that given proper training and education, the physically handicapped persons, the blind, the deaf and dumb would be able to hold their own in many fields, just in the same manner as any un-handicapped person would be able to hold his own. They would do equally well. I do not say for a moment that every one of them would reach the top; that is an absurdity. Every unhandicapped person does not reach the top profestion either. What must be ensured is that every physically handicapped person is able to find the same level which his ability justifies, in spite of his physical handicap and his physical handicap alone should not be allowed to impair his chances of reaching the same level. The deaf and the dumb, for instance, are supposed to make very good artistes. If there is a prejudice against them, that should not be allowed to impair their chances. Similarly, the blind have shone in many professions and occupations such as musicians, industrial workers or as teachers, and perhaps, as lawyers....

Mr. Deputy-Speaker: .... and as parliamentarians.

Shri Sadhan Gupta: The point is that because of their physical handicaps alone they face certain prejudices and certain difficulties which should not be allowed to stand in their way and suitable provisions must be made for that purpose. The question is: how to do it?

The essentials are: education in training, aftercare in many cases and then suitable employment in gainful occupations. In all these respects, I am sorry to say that very inadequate provision has been made. Let us take education in training. There does not seem to be a sense of proportion in the Government's policy. I believe a school is being established at Delhi at a cost of Rs. 21 lakhs. There is hunger for schools for the blind in all the regions and there are schools existing in every region, in almost every State. There are schools existing in Delhi as well. The effort should be rather at expanding the capacity of the existing schools than to establish costly new schools. Because, if you expand the existing schools, the money is much better spent and more benefits are conferred than if merely a new school is established at a huge cost and it starts from scratch. I also understand that the training facilities for the deaf and the dumb are also very inadequate. There is acute shortage of teachers but then practically nothing is being done. A new department for teachers' training has been opened in the Calcutta school for the deaf and the dumb but even that is not expected to meet more than half the requirements.

Educational facilities for the blind are very inadequate today. The blind people receive training mostly in crafts. That is desirable. I do not say it is undesirable but a general education must accompany the training in crafts. An educated artisan makes a much better artisan or craftsman than an uneducated one. An educated artisan becomes an exponent of the art while an uneducated artisan becomes a kind of mere machine and cannot have new ideas suitable to the arts.

Even in the matter of vocational training, it is useful and it helps the blind or the deaf or the dumb.

But even in that case facilities are grossly inadequate. Most of the educational institutions for the blind have their vocational wings. Some institutions are even exclusively vocational. But even then it does not meet a fraction of the need that exists for vacational training of the blind—I do not know of the deaf and dumb but it must be practically the same. The Dehra Dun Institute, for instance, I believe, does not admit any blind person who has not gone to a school. Although education is necessary, as I said, yet there should not be an absolute bar because an uneducated person can learn a craft, and if they want to establish themselves in life no bar should be placed on this.

To remedy all this, the needs for the training and education of physically handicapped must be assessed. It must be assessed on a State basis. If it is not found possible to assess on a State basis it must be assessed at least on a regional basis. It must be assessed through the Boards concerned with the assessment of the needs of each category of the physically handicapped. In these Boards it is desirable that officials should not dominate. These Boards should consist of people who are aware of the problem and, if possible, of people who are actually blind or deaf and dumb if such persons are available.

The next thing is, there is an acute need for stipends and scholarships to enable blind persons, particularly, to follow their education. The costs of education in the case of blind persons are very heavy because they have not only to pay the tuition fee but the reader's wages and also conveyance charge for a companion who will take the blind person to a school or college. Many parents of blind students cannot pay, some can pay, but it is unfortunate that the parents are unwilling to pay because they think that it is useless, it is a wasteful expenditure to educate their blind children because education will not profit them. But we cannot allow these men to go waste, we must help them. Often the grant of stipends is delayed. As in the case of justice, Sir, a stipend delayed is stipend denied.

Mr. Deputy-Speaker: The hon. Member must try to conclude now.

Shri Sadhan Gupta: Sir, I have many things to say, but I will conclude.

Mr. Deputy-Speaker: The hon. Minister.

श्री रामसेवक यादव: उपाध्यक्ष महोदय, हमारे दल के साथ हमेशा ही अन्याय होता आया है, हमने निवेदन किया था कि जहां तक नीतियों का प्रश्न है .....

Mr. Deputy-Speaker: The hon. Member knew what the observations of the hon. Speaker were.

श्री राम सेवक यादव: हमारी पार्टी की इस सम्बन्ध में अलग नीति है ।

उपाध्यक्ष महोदय: आनरेबिल मेम्बर को पता है कि स्पीकर साहब क्या करना चाहते हैं ।

श्री रामसेवक यादव: मुझे अपना नुक्ता नगर रखने का मौका दिया जाए ।

उपाध्यक्ष महोदय: दूसरे में बक्त ले लीजियेगा ।

श्री रामसेवक यादव: शिक्षा के बारे में बोलने का मौका कैसे दे सकेंगे ?

[श्री राम सेवक यादव]

माननीय उपाध्यक्ष महोदय, मेरा निवेदन है कि मुझे मौका दिया जाए ताकि मैं अपनी बात आपके सामने रख सकूं जिसका जवाब मंत्री महोदय दे सकें।

उपाध्यक्ष महोदय: अब आप मेरी बात मान लें। आज वक्त नहीं है। आपको फाइनेन्स बिल पर इसी बात के कहने का मौका मिल जाएगा। अब आप मेरा निवेदन मान लीजिक और आगे आपको वक्त मिल जाएगा।

श्री राम सेवक यादव: उपाध्यक्ष महोदय, जब से संसद बैठी है हम बराबर निवेदन करते आए हैं पर हमको मौका नहीं मिला।

Mr. Deputy-Speaker: Order, order. I must request the hon. Member now to resume his seat. I have requested him twice, I have requested him thrice and he is not agreeing to that. Would he kindly resume his seat now?

श्री राम सेवक यादव: मुझे मौका दिया जाना चाहिए।

Mr. Deputy-Speaker: Would he resume his seat? I have asked the hon. Member to resume his seat. He would kindly do it.

श्री राम सेवक यादव: उपाध्यक्ष महोदय, मैं निवेदन करूंगा कि मुझे इस पर मौका जरूर दिया जाए।

Mr. Deputy-Speaker: I have listened to him, and I am asking him to resume his seat now.

श्री राम सेवक यादव: उपाध्यक्ष महोदय, मैं निवेदन करूंगा . . . .

Mr. Deputy-Speaker: Order, order. Now the hon. Member is persistently obstructing the working of the House. Should I proceed further? I am asking him to sit down. I am warning him that it is not proper for him to persist.

17 hrs.

श्री राम सेवक यादव: हमेशा ही हम लोगों के साथ ऐसा होता रहा है, उपाध्यक्ष महोदय. . . . . .

Mr. Deputy-Speaker: I must ask him to withdraw from the House for the rest of the day.

श्री राम सेवक यादव: मैं बोलना चाहता था और मुझे बोलने का अवसर नहीं दिया गया। हम देखते हैं कि हम लोगों के साथ हमेशा ही अन्याय होता रहता है। आपके हुक्म के अनुसार मैं सदन को छोड़ता हूं।

श्री प्र० ना० सिंह (चन्दौली): उपाध्यक्ष महोदय, इस सम्बन्ध में मुझे एक अर्ज करना है। हर मौके पर हम लोगों के साथ इस तरह से ज्यादती की जाती है।

उपाध्यक्ष महोदय: स्पीकर साहब से आप बात कर लें।

श्री प्र० ना० सिंह: रेलवे बजट के मौके पर भी हर एक पार्टी के जब दो दो सदस्य बोल चुके तब जा कर हमें मौका दिया गया। गया। भाषा के सम्बन्ध में हम लोगों की एक नीति है, सोशलिस्ट पार्टी की एक नीति है और वह अंग्रेजी हटाने के बारे में है। क्योंकि हमारी पार्टी को मौका नहीं दिया गया है, सोशलिस्ट ग्रुप को मौका नहीं दिया गया, इसलिए प्रोटेस्ट के तौर पर मैं वाक आउट करता हूं।

श्री जगदीश अवस्थी (बिल्हौर): उपाध्यक्ष महोदय, चूंकि इस प्रकार का व्यवहार किया गया है, हमारे एक माननीय सदस्य को बाहर जाने का हुक्म दे दिया गया है, इसके विरोध-स्वरूप मैं भी सदन से बहिर्गमन करता हूं।

17.02 hrs.

(Sarvashri Ram Sewak Yadav, P. N. Singh and Jagdish Awasthi then left the House).

Dr. K. L. Shrimali: Mr. Deputy-Speaker, Sir, I am extremely grateful to the House and to hon. Members who have participated in today's debate and have expressed warm appreciation of the humble work which the Ministry has done during the course of the year. I should not like to take the credit for myself. The credit really goes to the persons who are sitting on the official gallery. It is they who have worked hard for achieving what we have done during the last few years.

Several hon. Members—Shri Goray, Shri Barrow, Shri Katti—felt that it was a great mistake that education was not a Central subject and they went to the extent of suggesting that the Constitution might be amended....

Shri Tangamani (Madurai): I want a guidance from you, Sir. Is it proper for the hon. Minister here to make a reference to the official gallery? I want to know whether it is proper or derogatory.

Mr. Deputy-Speaker: Appreciation has been expressed. He is only saying that it is mostly due to the officials who are on the galleries. He has not named or specified any particular individual. So, hon. Members need not have any objection to that. He is passing on the credit and sharing it with the officers of the Ministry. That is what he said. There is no harm in doing so.

Dr. K. L. Shrimali: I think sometimes if the House recognises the work done by the officers there should be no harm; and they will feel encouraged when appreciation is given where appreciation is due.

Several hon. Members suggested that the Constitution should be amended. I should not like to go into this question just now because it is a question which has very wide implications There are widely divergent opinions on the questions whether we should have a decentralised system of education or a centralised system of education. In the world today both are functioning and both have their advantages and disadvantages. But the House might judge from what we have done and decide for itself whether the role which the Central Ministry of Education has played has justified the provisions in the Constitution.

The House was naturally concerned with regard to the slow expansion of education, particularly with regard to the implementation of the Constitutional directives. The Houseis aware of the circumstances under which the targets had to be reduced. Nobody is more unhappy than I that these targets had to be reduced. But the House would be glad to know that a firm decision has now been taken by the Government to provide free and compulsory education all over the country during the Third Plan and vigorous efforts will be made to give a further push to this programme of expansion. By the end of the Third Five Year Plan, the number of primary schools is expected to increase to about 4·28 lakhs and there will be a primary school within easy walking distance from the home of every child. The enrolment of children in the age group 6 to 11 is expected to rise to 482 lakhs or nearly 76·7 per cent. I should be happy if it can reach 80 per cent. This would mean enrolling nearly 142 lakhs additional children, of whom over 80 lakhs would be girls.

The House will remember that Parliament had passed the Delhi Primary Education Bill in September, 1960. At that time, I informed the House that this was going to be a model legislation and it would be circulated to all the State Governments. It is a matter of great satisfaction that most of the State Governments have accepted our suggestion. Punjab has already passed a law on the new lines. Andhra Pradesh has introduced the Bill in the Legislature. The Bill are being drafted and will shortly be adopted in the States of Mysore, Assam, Gujarat, Madhya Pradesh, Maharashtra and Rajasthan.

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Other States are actively examining the matter and it is expected that this new legislation will be implemented on a wide scale during 1961-62 and that by the end of the Third Plan, the entire country will be brought under the compulsory education law.

One of the most significant developments which is going to have far-reaching effects in making our education vital, about which my hon. friend, Shri Khadilkar laid great emphasis, is the immense interest which the rural communities have evinced in education. In several States like Madras, Rajasthan and Bihar, they have given their support to the programmes of construction and maintenance of school buildings, provision of mid-day meals and school uniforms. At the secondary stage also, about 4,000 new secondary schools are likely to be established during the Third Plan, raising the total number of secondary schools to a little over 19,500. The enrolment of children in this age group is expected to increase from 30·9 lakhs to 51 lakhs, reaching a percentage of 17·8.

At the university stage also, the number of students is expected to increase from 9 lakhs in 1960-61 to 13 lakhs in 1965-66. This phenomenal rise in a relatively short period of time has created many difficult problems. While none is more acutely aware of our deficiencies and shortcomings than myself, it is not always realised that we have to work under various limitations. Shrimati Renuka Ray was quite right when she said that mere expansion will not solve our problems. We must give quality content also, as she said.

The quality of education depends largely on the quality of teachers and the quality of teachers is determined to a considerable extent by the monetary benefits which are available to the profession. Thus, we have been continuously faced by the great dilemma caused by the quantative growth and qualitative improvement. In a democratic society we cannot ignore the legitmate claims of people for more education. At the same time, for the survival of democracy it is necessary to improve the quality of education so that right leadership may be available for the continuous growth of our society.

Now, considering our limited resources, the Government of India propose to concentrate their effort in a few selected areas. I propose to mention some of the areas in which we propose to concentrate our efforts. Shri Goray rightly mentioned that the conditions of our primary school teachers and the class of teachers as a whole is very unsatisfactory. He also suggested that a commission might be appointed to survey the conditions under which our teachers are working. Sir, I am in general agreement with him that the conditions of our teachers are far from satisfactory. During the First Plan and the Second Plan the Government of India undertook a number of measures, gave assistance to the State Governments and, as a result of that, I am glad to say, that some improvement has taken place.

Now I should like to mention what further we propose to do to improve the service conditions of teachers. I agree with various hon. Members who said that the teacher is the main pivot of our educational system. Every effort will be made by the Government to improve the quality of teachers by improving facilities for training, as also by creating better conditions of service. I shall not repeat again the several measures which the Education Ministry had undertaken in the Second Plan to improve the salaries of teachers at all levels. I would only like to assure that these efforts will not only be continued in the Third Plan, but additional measures will be adopted to give them a greater sense of security so that they might continue to render

their service in a spirit of dedication. I am not satisfied with the progress. What the teachers gained by the increase in their salaries is being lost by the continuous rise in the cost of living.

Shri M. C. Jain (Kaithal): More than lost.

Dr. K. L. Shrimali: The University Grants Commission has also assisted the universities in improving the salary scales of teachers. In the Second Plan, the salaries of professors, readers and lecturers were further upgraded, the Commission bearing 80 per cent. of the expenditure. The House would be glad to know that this covers all universities except those of Allahabad, Lucknow, Agra, Bombay and Punjab, where scales were equal to, or higher than, those recommended by the University Grants Commission. The House is aware that recently a further upgrading will take place from 1st April 1961 in respect of the Central universities and the entire cost will be borne by the Central Government, and the U.G.C. will shortly examine the question of further revision of grades in the case of State universities also.

With regard to the affiliated colleges also, revised scales were introduced, the Commission sharing expenditure to the extent of 50 per cent. for men's and 75 per cent. for women's colleges. During 1960-61 about 15,000 teachers in 422 colleges have received benefit under this scheme.

In the course of the Third Plan the Ministry propose to establish an all India scholarship scheme for awarding scholarships to the children of the teachers of the primary and secondary schools, who show outstanding performance at the matriculation or equivalent examination: so that, these children may complete their higher education without being a burden on the financial resources of their parents.

We have also written to the State Governments to give special financial assistance to the teachers' children at the pre-matriculation stage. I am glad to say that in most of the States education has been made free up to the eighth standard, and it will be our endeavour to secure further concessions for teachers' children, during the Third Plan, which will give some relief to parents, that is those who are also teachers.

Shri Goray: If I may interrupt the hon. Minister, the children who show outstanding performance get scholarships any way.

Dr. K. L. Shrimali: Well, I do not know; there are many States where there are no scholarships. Our plan is to cover as many outstanding students as possible, and I shall be happy if both children are covered. It will not be possible during the Third Plan, but we are proposing to cover as many children as possible.

The Government of India have already recommended to the State Governments the triple-benefit scheme for the teachers. This scheme enables the teacher to derive the three fold benefit of provident fund, pension and insurance and has been in existence in Madras State for many years. A similar system is in force in Kerala. A similar, if not identical, provision exists in Jammu and Kashmir, Uttar Pradesh and Mysore. States like Orissa and Mysore have written to us that they have examined the question, and we are hoping that the scheme which has been found to be of immense benefit to teachers will be adopted in a large number of States during the Third Plan.

Shrimati Renuka Ray mentioned that we have done very little with regard to the training of teachers. If I may be permitted to say so, this is the one area in which the Ministry has concentrated most in the past, and it will continue to make further efforts to improve the quality of teachers. The percentage of trained teachers of the primary and secondary level at the end of the Second Plan period is 60 and 68 respectively. By opening more training colleges and by extend

ing the intake facilities in the existing institutions it is expected to raise the percentage to 75 in both stages by 1965-66. This will be a considerable improvement on the present position when we remember that we shall have to recruit about 4.5 lakhs additional teachers for the primary schools and over 80,000 for the secondary schools.

The Government of India are also proposing to set up four regional teachers' training colleges as a Central scheme in the Third Plan. Each of these colleges would give free service and in-service training to teachers on technology, agriculture, commerce, home science, fine arts crafts and science. There is perhaps need to have more than four colleges, but owing to the limitations of personnel and resources, only four are being opened at present. The output of trained teachers would be about 200 per college per year.

Then, many Members are probably aware that during the Second Plan the Government of India established several extension service centres at the training colleges. During the first two Plans, 54 extension service centres were established in selected post-graduate training colleges. These centres have done excellent work, and have between them covered over five thousand secondary schools, which come to nearly one-third of the total number in the country. Success has prompted us to extend the scheme to another twenty-five colleges in the Third Plan. We are also proposing to have some pilot projects on the same lines in thirty selected community development blocks at the rate of two projects for each State. This is the one area in which the Government of India are concentrating, in order to improve the quality of the teachers, and providing them better conditions of service and also improving the teacher-training facilities.

Another area in which the Government are concentrating their efforts is to produce text-books at a reduced cost, so that they may not be beyond the means of needy students. For the primary and secondary stages, the Government of India are negotiating with the UNESCO and other countries for the supply of paper so that free books may be distributed to the children of poorer sections of society.

Under the regional programme for the development of compulsory primary education in Asia, initiated by UNESCO, efforts are being made to stimulate bilateral and multilateral assistance for the development of primary education in all the countries of this region.

The Government of West Germany has made the offer of a printing press for the production of children's books. Negotiations are in progress for securing from some countries gifts of paper for the production of text-books, and powdered milk for the provision of mid-day meals. It is too early to give any details about the size or the source of the assistance which will ultimately be available, but I do hope that our efforts to provide cheap and good text-books to children of primary schools would be materially facilitated by the assistance that is being negotiated at present.

The Government have also entered into an agreement with the U.K. and the U.S.A. for supplying cheap reprints. The U.K. offered to subsidise and take in hand the publication of twenty-three selected titles, which will be printed in the U.K. and will be made available in India very shortly. The price of such books is anticipated to be only one-third of the original cost. The U.K. Government have agreed to take up more titles in subsequent instalments.

For American books, the project will be financed with the PL-480 Funds and will be operated by the American Embassy at New Delhi, within the framework of broad principles agreed upon by the Government of India and

the U.S. Government. As in the case of British books, the sale price of these publications will also be one-th[illegible] of the original price.

This measure, I expect, will greatly help those students who are pursuing their studies in scientific and technological institutions and who find it difficult to purchase books because they are so costly.

I shall not take the time of the House by giving details of the work that has been done in the Hindi Division, and that we propose to do because several other Members, including Dr. Govind Das and others have already enumerated them and have expressed their appreciation. But there is one scheme which we are trying to work out during the Second Plan and to which further impetus will be given, namely the training of Hindi teachers. In order to provide adequate training facilities for teachers of Hindi of non-Hindi-speaking areas, the Government of India have decided to give cent per cent. assistance to set up special training colleges for Hindi teachers in non-Hindi-speaking States. Grants for the purpose have already been paid to Andhra Pradesh, and Maharashtra during 1960-61. A college will shortly be set up in Tripura. The scheme is under consideration in Kerala, Mysore and Madras. The Maha Vidyalaya which was being run by the Akhil Bharatiya Hindi Parishad at Agra has been taken over by the Government of India from the beginning of this year and is being put under the management of an autonomous body called the Kendriya Shiksha Mandal.

Another effort which the Government are making for the promotion of Hindi is the setting up of an all-India Federation of Hindi organisations. In order to promote the spread of Hindi, the Government will invite various voluntary Hindi organisations to form themselves into an all-India Federation of voluntary organisations so that the propagation and popularisation of Hindi may proceed in a smooth and co-ordinated manner.

References were made to switching over the medium from Hindi to English. I have often repeated in this House that it is the Government of India's declared policy that we should switch over to Hindi and regional languages as early as possible, without of course lowering our standards in any way. The House will be glad to know that the Government of India have decided to initiate a project of translation and preparation of standard text-books and reference books on science, technology and the humanities by government agencies, Universities and academic bodies. The Government of India will bear the entire cost of preparation and production of these books. The scheme has been put into operation in Madhya Pradesh, Rajasthan and Bihar where co-ordination committees have been set up. Recently it has also been decided to extend this scheme to the translation of books into all the languages in India.

डा० गोविन्द दास : जैसा कि मैंने कहा था, क्या अनुवाद के अलावा मौलिक ग्रन्थों के लिए भी कोई प्रयत्न होगा और क्या इसके लिए कोई योजना बनी है ?

Dr. K. L. Shrimali: If assistance is available for translation, certainly assistance will be available for original books also. 100 per cent. assistance will now be available for not only Hindi but all the regional languages to the State Governments and Universities for the purpose production and publication of standard text-books, in whichever Indian language they are produced. In my opinion, this is a big, major step which the Government propose to take and give all the financial assistance to the Universities. I hope this would enable the Universities to change over their medium of instruction.

The House will also be glad to know that the Government of India have finalised a scheme for the production in Hindi of popular books in cheap editions for the use of the general public and school children. This scheme contemplates the translation of

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well-known world classics, publication of standard Hindi works edited and reprinted and of original works on the lines of *Mathematics for Millions. Everyday Science, How and Why* series through special Commissions. A list of 25 books has already been finalised and tenders have been invited through a Press note from publishers. Government propose to purchase one-third of the total number of copies of the first edition of each of these publications.

The House is already aware that the Nagari Pracharini Sabha has brough out the first volume of a 10-volume *Hindi Encyclopaedia*. It is also aware that we are setting up a Commission on Scientific Terminology. Shri Khadilkar asked whether there was a lot of fanaticism and efforts were made to coin words. I expect he has seen the President's directive. It is our policy to adopt international terminology as far as possible not only in Hindi but all the regional languages. It is with this view that the commission has been set up.

We have also taken various measures for the development of Sanskrit studies. We propose to publish textbooks to make the teaching of Sanskrit easy, and we also propose to reprint Sanskrit works which have gone out of print and which are considered valuable. The Government of India also proposes to give assistance to *gurukuls*. These are the institutions which have not only been centres of learning, but have tried to preserve certain of our ancient cultural values. It has also been decided to set up a Central Sanskrit Institute at Tirupati which will conduct research in Sanskrit pedagogy to regularise Sanskrit teaching.

Shri Khadilkar took out a quotation from some book which described the educational system in Soviet Russia. I wish he had taken out a quotation from the writings of Gandhiji or any educational thinker in India. We sometimes feel that great things are being done at a distance, in Soviet Russia and in China. Very often we forget that similar things, though not very spectacular, are being done in this country. The Government of India have made various efforts to orient all the schools to the basic pattern. In fact, in the Third Plan, if necessary funds are available, it is our intention not only to convert all the training colleges into basic training colleges, but also to orient all the schools into the basic pattern.

Shri M. C. Jain: Including the convent schools?

Dr. K. L. Shrimali: Shri Khadilkar is aware that the Government of India accepted the recommendations of the Secondary Education Commission, and have set up a large number of multi-purpose schools. In these multi-purpose schools, there are various streams, academic, technical and commercial, and each student, according to his or her aptitude, can take up these courses.

We have set up rural institutes. I wish he had time to go round and see some of these institutions and see for himself what fine work these institutions are doing. The Inter-University Board which is normally considered to be a rather conservative body, has given recognition to these institutions, and graduates of these institutions will now be acceptable to all the universities for post-graduate work.

In order to prepare the youth for the scientific and technological society and to bring education closer to life, to make education more real as Shri Khadilkar put it, the Government of India propose to lay special emphasis on the strengthening of science teaching in secondary schools at the university level. This improvement will take two directions. We propose to provide general science in all the schools, and by the end of the Third Plan, provision for teaching general science will be made in all the secondary schools in the country; and to feed the expanded programme of higher

institutions and to meet the growing demands of industry for middle level workers with a science background, facilities for teaching elective science course will be expanded. We are hoping by the end of the Third Plan that about 9 per cent. more of the schools will be starting science of the elective standard, thereby reaching a target of 47 per cent. in this respect. At the university stage also, the percentage of science students at the end of the Second Plan is about 30. In order to remove this imbalance between arts and science studies, and also to meet the demands of expanding industry, it is proposed to raise the science provision at the universities to 40 per cent. in the Third Plan. In addition to this, we propose to push forward with this programme of science clubs, science days and science exhibitions in order to stimulate creative and original thinking and promote the development of the scientific attitude. I hope Shri Khadilkar will consider this effort as adequate and will not have to go too far to find out how education is being made real.

We are also proposing to set up a Central Institute of Science Education during the Third Plan as a part of the National Institute of Education, to which I will make a reference a little later. The Finance Minister is here. With his blessings and assistance we are proposing to set up a National Scholarship Scheme for meritorious students. The Ministry propose to launch, during the Third Five Year Plan, a comprehensive National Scholarship Scheme which is designed to give adequate financial assistance to students of the highest merit. The main selection will be made on the conclusion of the matriculation stage and the scholarships would be awarded in such a manner that they may cover the expenditure on higher education suitably.

Besides financial assistance, special arrangements would be made to give guidance to the scholarship-holders in their educational career. In short, these scholars will be treated as national scholars under the wardship of the State. While the main selection will be held at the matriculation stage, it is recognised that promising merit at an earlier stage should also be identified and its growth promoted.

Now, we also propose to supplement the efforts of the State Governments in this direction by expanding the existing scholarship schemes for the students in the age group of 6—14. Selected students in this age group will be given scholarships to pursue their studies in residential secondary schools. For this purpose, a number of existing secondary schools have been inspected in each State; and more and more secondary schools of a residential nature will be taken on the list, when the scholarship scheme is expanded.

The House will be glad to know that this is the first time in this country that a national scholarship programme of this character is being undertaken. It is proposed to set up an autonomous Board to administer the scholarship scheme at the national level.

Shri Khadilkar: May I seek a little clarification? I welcome this scheme. As I pointed out, in the rural sector, people are at a disadvantage when they have to compete on merit with the people of the urban areas. This happened in the Soviet Union also. How do you propose to remove this disadvantage?

Dr. K. L. Shrimali: Do you mean to say that the rural areas will not be benefited by this?

Shri Khadilkar: If you make it on merit, it is very difficult for one coming from the rural areas with a country background to compete with one with a city background. That is what I have pointed out. In this scheme some method must be devised by which people coming from the rural areas, the new elite from the rural areas, will get equal advantage. They are now put at a disadvantage.

Dr. K. L. Shrimali: This a point to be considered....

An Hon. Member: Give some concession for the rural people.

Dr. K. L. Shrimali: And, we hope that when the final scheme is framed, the point raised by Shri Khadilkar will be considered.

Shri M. C. Jain: There should be reservation for the rural areas.

Dr. K. L. Shrimali: It is a point which needs consideration.

Whether we should have an autonomous board to administer the scheme or whether it should be done by the Government of India directly is still under consideration. And, it is my hope that as more resources become available, it may be possible to claim ultimately that no student of promising merit at any stage would be deprived of full educational facilities because of parental poverty.

Sir, the House is aware that apart from free tuition, the Ministry of Education has been incurring an expenditure of Rs. 225 lakhs every year on the award of scholarships to the Scheduled Castes, the Scheduled Tribes and other Backward Classes, and the eligible pupils of these communities are now receiving these scholarships and the scheme will be continued next year also.

Besides making provision for scholarships, the Government will provide opportunities to needy students for earning while learning.

It has been decided in co-operation with the Ministry of Commerce and Industry to set up industrial estates in five universities—Osmania, Jadhavpur, Rajasthan, Baroda and Allahabad. Industrial estates are also being attached to rural institutes to provide work opportunities to the students coming from the rural areas. This scheme which is badly needed will be greatly welcomed, particularly by those students who want to pursue higher studies and do not have adequate means. To level up the opportunities at the collegiate level and to give a fair chance for higher education to those who could not avail of it in the normal manner, a proposal has been worked out to start correspondence courses and evening colleges during the Third Plan. A tentative allocation of Rs. 140 lakhs has been made for the purpose. It is hoped that the scheme will benefit about 60,000 students of whom 10,000 will be studying science. This programme will be implemented through existing universities in order to maintain appropriate standards.

Before concluding, I should like to refer to a few important measures which the Ministry proposes to undertake during the course of this year. To give co-ordinated direction to research and training work in education, about which also Shrimati Renuka Ray made a reference, it is proposed to set up an autonomous organisation—National Council for Educational Research and training. The State Education Ministers have not only agreed to the proposal but have warmly welcomed it and have also agreed to become members of this Council. The Council will promote educational research and training through the Central Institute as well as the universities, State training colleges and other institutions. At the Centre, it is proposed to bring together the different institutions under the National Institute for Educational Research and Training. This will be managed under the overall guidance of this Council. It will undertake research in co-operation with other institutions and also train the key personnel in the educational field who would be available to the State Governments for their development programmes. It will also render consultation service when it is called upon to do so by the State Governments. The Central Institute will be governed by joint co-operative enterprise between the State Governments

a the Central Ministry and would be accorded the autonomy a high institute of learning should have. We are also proposing to set up a Central Board of Education. The need has made itself felt to have a Central Board which could conduct secondary examinations for those categories of students whose special requirements cannot be met by the State boards. There are some schools in the country which are not affiliated to any State board but to examining bodies outside the country. Then there are students whose parents move on transfer from State to State and therefore, they need to have an examination which they can undertake wherever the parents may be posted. There are certain schools outside the country catering for Indian population abroad which would like to take examinations conducted by the Indian board. To meet all these requirements, Government have under consideration the proposal of the Ajmer Board to reconstitute itself into a Central Board of Education. We hope that the Central Board would be established soon so that the conduct of the examination of the schools in Delhi as well as the special institutions in the country which at present do not have affiliation with the State Boards or whose students require a special examination. A central board of this character will also do much to set high standards for secondary education and conduct examinations on a reformed pattern.

Shrimati Renuka Ray also complained that there was no way to get all the information about the work that is being done in the rountry. I agree with her that we must have some kind of a clearing house which make educational information available to the State Governments, to parents, to teachers and to various agencies which are interested in education.

There are various good experiments that are being conducted all over India. We sometimes do not know about them. The Government of India, therefore, in collaboration with the State Governments are bringing out from this year an Year Book of Indian Education which will examine the problems and survey the progress of Indian education from year to year. Within a couple of months that *Year Book* will be available to the Members of this House also. This annual publication will acquaint education departments, universities, colleges, parents, teachers and all those who are interested in education with ideas and experiments in education in the various parts of this country.

We are also proposing to set up a training centre for Asia in collaboration with UNESCO in implementing UNESCO's regional programme for the development of compulsory education in Asia. A training centre for the in-service training of educational planners, administrators and supervisors for some of the countries of the Asian region is being established shortly at New Delhi under this programme. I expect the institute will begin to function within a few months. The House will realise that this centre will help us to develop good relations with neighbouring countries in Asia, to develop studies of comparative education in this region and also to train our own officers of the State Education Department at a very high level. It will function as UNESCO's centre so long as it is necessary, and then it would be transferred to the Government of India for continuance as a national centre.

I have outlined in brief some of the areas in which the Ministry would like to concentrate. They may not appear to be very spectacular like plans for roads, bridges, river dams and factories. I have, however, no doubt in my mind that the changes envisaged through these programmes will pave the way for a silent social revolution.

The improvement of the quality of teachers by better training and selection is a task which is basic to the

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raising of standards of education. The need for production of cheap and better books of all kinds at all levels of education assumes special importance and urgency as we extend education among the masses. The promotion of national languages is essential for the preservation of our variegated culture. Increased emphasis on science education will equip our students better for the technological aspect which is gradually emerging. Scholarships to the needy and meritorious students will break the economic barriers which prevent talented students from taking advantage of higher education on account of poverty. We are painfully conscious of the fact that our resources fall far short of our needs and expectations—I wish the Finance Minister had been here at this time. I agree with hon. Members....

Mr. Deputy-Speaker: He thought it advisable to go away just at this moment.

Shri Harish Chandra Mathur (Pali): He is wiser than most of us.

Shri Goray: He knew what was coming.

Dr. K. L. Shrimali: In this matter, Sir, I agree with all hon. Members that it will be a great mistake to make any reduction in the educational Plan. Nobody will deny that step by step these measures which I have described before the House would enable us to build the foundation of an edifice which would meet the requirements of a socialistic society. Education does not unfortunately get a high priority in our total Plan because planners and financial experts in our country are still to recognise the fact that investment in human resources pays higher returns than investment in non-human capital such as machine and power plants.

Shri Goray: We shall quote you.

Shrimati Renuka Ray: We will support you.

Dr. K. L. Shrimali: In this context, Sir, I cannot do better than quote one of the economists of our times, Professor J. K. Galbraith of the Harvard University. He has recently been designated as the United States Ambassador to our country. Referring to the phenomenal material and technological advances made by the United States during the last 70 years, Pro. Galbraith says:

> "Technological advance is the result not of amassing capital:—

these are the words of a leading economist in the world—

> it is the work of human beings. And increasingly, of course, it is the result of a deliberate and purposeful investment in human beings....We are entitled to attribute much if not most of this advance to our investment in people. We almost owe more of our economic gains in the last seven decades to investment in people than to saving and the amassament of capital, and the margin in favour of people is increasing."

I am sorry that the Finance Minister left just before I finished.

Shri Goray: They belong to the same Government. He must have told him all that before.

Dr. K. L. Shrimali: I have been to him with my begging bowl several times and I hope that the appeals of mine and the appeals of all sections of the House will move him.

Shrimati Renuka Ray: The House is with you. (*Interruptions*)

Dr. K. L. Shrimali: I do not want to detain the House longer, but there are a few points more which I would like to answer. (*Interruptions*).

Mr. Deputy-Speaker: Order, order. The Education Minister wants the begging bowl to be held; not merely talks!

Dr. K. L. Shrimali: I want diamond rings. Shri Barrow quoted from a play

the effect that a kiss is not enough; and he wanted bracelet: I want diamond rings.

Shri Barrow: You cannot get it in Delhi. (*Interruption*).

Mr. Deputy-Speaker: He cannot offer you diamond!

Dr. K. L. Shrimali: Shri Goray in his speech refered to the allowance of primary school teachers and said that it should be equal to that of Government servants. I entirely agree with this point of view. I would like to state the factual position. In ten States out of 15, the dearness allowance paid to primary teachers is equal to that paid to Government servants drawing the same salary.

Shrimati Renuka Ray: In the States, it does not compare with what is paid at the Centre. A chaprassi in the Central Government gets higher wages than the teacher in these areas.

Dr. K. L. Shrimali: Not in the Centre. She is probably speaking of West Bengal. It is not true in the case of the centre. In the Central Government, teachers are well paid.

Shrimati Renuka Ray: My point is Different. A teacher in the primary school in the States or in the municipalities is paid less, even now, than the chaprassi in the Central Government.

Dr. K. L. Shrimali: That unfortunately is true, in some of the States; but not in the Centrally administered areas. The only States in which there is difference in the dearness allowance paid are Assam, Bihar, Orissa and West Bengal. In two States, Assam and Orissa, funds have been provided in the third Plan to equalise the dearness allowance paid to teachers and the Government servants. This problem, therefore, will cease to exist in these two States. In West Bengal, a sum of Rs. 3.5 crores is provided partly to increase the salaries of teachers and partly to increase their dearness allowance to Rs. 25. At present they get Rs. 12·50 as dearness allowance and the dearness allowance paid to Government servants is Rs. 35 to Rs. 40. In this State there will be some difference between the DA paid to teachers and the Government servants. I think the hon. Member was refering to West Bengal. I do hope that the hon. Member will take up this question with the State Government.

The Bihar Government has written to us that the matter is receiving consideration. In Uttar Pradesh, the dearness allowance paid to teachers has increased during the current year by Rs. 5, and the basic pay has also increased by Rs. 4. The primary school teacher will, therefore, get Rs. 9 per month more than in the past, but still there will be a difference of about Rs. 20 in the dearness allowance paid to teachers and the Government servants. The proposal to equalise them is under the consideration of the State Government, and we are most anxious that the dearness allowance should be equalised.

The House will be glad to know that in the States' plan, a provision of Rs. 14.20 crores has been made for improvement of primary school teachers' emoluments.

Shri Karni Singhji made some reference to the Ministry of Sports. I am glad that the hon. Member is keen about sports. He is one of our rising stars in the Olympics and I hope he will top the competitors in the next competition. However, I do not agree with him that there is need for setting up a Ministry of Sports. We must realise that in our country, we have given autonomy to sports organisations. I am fully aware that all is not well with our sports organisations. There are complaints of all sorts about the selection of managers and selection of teams that all kinds of things take place. But it will not be a good remedy to nationalise all the sports organisations by setting up a Ministry of Sports. The remedy suggested, in my opinion, does not fit into the democratic set-up we have in this country.

We have been taking various steps to reorgainse the Sports Council. The new council which is being set up will

[Dr. K. L. Shrimali]

have members who will not be members of any sports federations either at the all-India level or State level. They will be independent people who have no vested interests. One of the conditions laid down for the membership of the Sports Council is that they should not have any affiliation with any sports organisation. Even after they become members of the Sports Council, they should not become members of any federation, so that we can have an independent Sports Council. We are trying to get the best talent available in the country and we hope that the Sports Council will be able to make itself more effective.

I agree that there is need for tightening up the sports organisations, particularly with regard to the use of public funds and selection of teams and managers. I hope the Sports Council, wich is being set up by the Government of India will be able to handle this matter effectively and there will be no need for setting up a Sports Ministry.

Shri Sadhan Gupta: Will the members of the Sports Council shut out from the federations?

Dr. K. L. Shrimali: There are complaints that once people hold offices in federations, they try to advance the interests of the particular federation they belong to. Therefore, after careful consideration, the Patiala Committee appointed by Government suggested that the members of the Sports Council should not become members of any federation either at the all-India level or State level. They will be people who have attained a certain distinction in sports and if for a couple of years, they keep out of the local organisations, nothing will be lost.

Shri Sadhan Gupta referred to the institutions for the handicapped. I am sorry I do not have time to relate all the measures that Government have taken for the development of institutions for the handicapped. We are giving assistance for setting up institutions for the blind, the dumb, the deaf and otherwise handicapped people. The policy which is being followed by Government is just what Shri Gupta has enunciated *viz.*, we do not set up our own institutions, but we assist the voluntary organisations, so that they can be more effective and render better service. If he kind'y brings to my attention any of the delays which have occurred in the payment of stipends, I will certainly look into the matter. I agree with him that delay in the payment of stipends amounts to denial of stipends.

18 hrs.

Then, some question was raised with regard to the purchase of the Motibag Palace. The palace was really purchased by the Government of Punjab some time ago and the national institute took over possession of this property only this month. The first instalment of Rs. 5 lakhs was passed on to the institute only about a fortnight back. It is understood that the Punjab Government had estimated the value of the estate at about Rs. 36 lakhs. But we are paying to the Punjab Government only what they paid to His Highness, that is, Rs. 27·5 lakhs. As far as the Government of India are concerned, they have made this transaction with the Punjab Government, and I have no reason to doubt that the Punjab Government has paid anything more than what was due for this palace. If the hon. Member has got any other information....

Shri Chintamoni Panigrahi: How many people will get training there?

Dr. K. L. Shrimali: The whole scheme is being worked out. The institution has just started functioning. We have appointed a director and some staff has been recruited and, I think, some coaches have also been selected. The idea is to have a national institute of sports which will coach national coaches in all the sports and games. These coaches will go all over the country in order to promote sports

and guide the universities and federations who will employ them, and they will be able to render valuable service.

Shri Jaganatha Rao (Koraput): The hon. Minister will take some more time. He may continue tomorrow.

Dr. K. L. Shrimali: I will finish soon. I think we could sit for another 15 minutes. But I would answer all the points if I could have another 15 minutes.

Shri Chintamoni Panigrahi: Yes, Sir.

Mr. Deputy-Speaker: All right.

Shri Jaganatha Rao: We can have half an hour tomorrow.

Mr. Deputy-Speaker: I thought the hon. Minister wanted only one hour.

Dr. K. L. Shrimali: I have exceeded my time. But, if you will forgive me, I thought the House would be interested in some of the various schemes which we are initiating.

Shri Jaganatha Rao: They should be heard by a fuller House.

Dr. K. L. Shrimali: As I took more time in explaining some schemes, some of the criticism have been left out. Anyhow, I am in your hands, Sir.

Mr. Deputy-Speaker: If on the first day we have started we discard the time-table that we have chalked out, that creates some difficulty. Otherwise, I have no objection. We can do as the hon. Members desire.

Shri Jaganatha Rao: We will hear him tomorrow.

Mr. Deputy-Speaker: In any case, we have to sit for another 20 minutes—whether you hear the Education Minister or see to the discussion of the demands of the Ministry of Health, that is a different thing. Hon. Members have to decide whether they would like to listen to the hon. Minister of Education or start with the Demands of the Ministry of Health.

Some hon. Members: Education.

Dr. K. L. Shrimali: I am grateful to you, Sir, and to the House.

There is one misunderstanding which I would like to clear with regard to technical terms. Seth Govind Das said that though 2,90,000 terms have been coined, the number is not perhaps one-fouth of this number, as there are numerous repititions and many non-technical words have been included. Some other hon. Members also referred to this point. I think this is an exaggeration or is due to some misunderstanding. Therefore, I think I should explain it. It is true that there are some repetitions, but that is inevitable, as the same terms have different connotations, and, therefore, different equivalents in different sciences. I will give only one example. Take, for example, intensity of relation in mathematics. It will be known as प्रगाढ़ता when intesity is related to sound. In physics it will be called तीव्रता . Therefore, sometimes it appears those words have been repeated, but they have different connotations.

डा० गोविन्द दास : आप देखें तो आपको मालूम होगा कि उन्हीं अर्थों में वे शब्द हैं, भिन्न भिन्न अर्थों में नहीं हैं । उन्हीं अर्थों में वे शब्द अनेक जगह प्रयुक्त हुए हैं । मैं चाहता हूं कि इसको देख लिया जाए । काफी रुपया इस पर खर्च हो रहा है और ऐसा न हो कि ये जो तीन लाख शब्द बने हैं या २ लाख ९० हजार बने हैं, जैसे कहा जाता है, वे केवल ५०,००० ही बने हों ।

उपाध्यक्ष महोदय : अगर इंटरपलेंस इसी तरह से जारी रहे तो बहुत देर बैठना पड़ेगा ।

Dr. K. L. Shrimali: I would certainly keep the suggestion in view and will get the matter examined again. As far as my information goes, there is no duplication, and we are now compiling a dictionary or glossary of terminology in vogue up till now and it is under print. This will be out within a few months.

The Minister of Health (Shri Karmarkar): With your permission, Sir, may I take it that the Demands in respect of the Ministry of Health will not be reached today?

Dr. K. L. Shrimali: Sir, I will take only two minutes more.

Shri Narasimhan (Krishnagiri): Health follows Education!

Mr. Deputy-Speaker: Yes, we will take Health tomorrow; he can go.

Shri Karmarkar: No, Sir, I am coming back again.

Dr. K. L. Shrimali: Several Members referred to the revival of the youth festival which we had to suspend for a short period. I would like to say in the first place that the Ministry has not given up the idea of holding youth festivals. In fact, it was only suspended for a short period because of the disturbances that took place. I would certainly consider the suggestion which the hon. Member has made and also consult universities and if they are all agreeable we will be very happy to have the All-India Youth Festival. Certainly, in any case, we are going to have the Regional Youth Festival.

Some reference was made to the National Discipline Scheme also. We have given a high priority to the National Discipline Scheme in the Third Plan, and the tentative provision in the Third Plan is Rs. 85 lakhs. Besides, non-Plan expenditure to the tune of Rs. 150 lakhs will be incurred on the National Discipline Scheme in the Third Plan as committed expenditure. We have not been able to provide more due to the limitation of funds.

I think Shri Chintamoni Panigrahi asked a question with regard to playfields. A sum of Rs. 26 lakhs was placed at the disposal of State Governments during the year 1960-61 for the acquisition of play-fields, subject to a ceiling of Rs. 5,000 per play-field. The government grant is meant to cover the entire cost of the acquisition. Reports from State Governments have not yet come, and therefore I am unable to say how much money has been utilised out of this.

I think, Sir, that is all. I am very grateful to the House for the time it has given me and for the appreciation it has given to our Ministry.

Mr. Deputy-Speaker: May I put all the cut motions together?

Some Hon. Members: Yes.

All the cut motions were put and negatived.

Mr. Deputy-Speaker: The question is:

> "That the respective sums not exceeding the amounts shown in the fourth column of the order paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1962, in respect of the heads of demands entered in the second column thereof against Demands Nos. 13, 14, 15 and 112 relating to the Ministry of Education."

The motion was adopted.

Mr. Deputy-Speaker: What is the pleasure of the House? Should we adjourn?

Several Hon. Members: Yes, yes.

Mr. Deputy-Speaker: So the House stands adjourned till 11 A.M. tomorrow.

18.10 hrs.

The Lok Sabha then adjourned till eleven of the Clock on Tuesday, March 21, 1961/Phalguna 30, 1882 (Saka).

[*Monday, March 20, 1961/Phalguna 29, 1882 (Saka)*]

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PAPER LAID ON ON THE TABLE 5916–17

A copy of Accounts of the Rehabilitaton Finance Administration for the year ended the 31st December, 1958 along with the Audit Report thereon, was laid on the Table under sub-section (4) of Section 16 of the Rehabilitation Finance Administration Act, 1948.

COLUMNS

MESSAGES FROM RAJYA SABHA 5917-18

Secretary reported the following messages from Rajya Sabha :—

(i) That Rajya Sabha had no recommendations to make to Lok Sabha in regard to the following Bills :—

(a) The Appropriation (Railways) Bill, 1961 . .

(b) TheAppropriation (Railways) No. 2 Bill, 1961 .

(ii) That Rajya Sabha had agreed without any amendment to the Banking Companies (Amendment) Bill, 1961, as passed by Lok Sabha. . . . . .

PRESIDENT'S ASSENT TO BILL 5918

Secretary laid on the Table the Appropriation Bill, 1961, passed by the Houses of Parliament during the current Session and assented to by the President since the last report made to the House on the 14th February, 1961.

COLUMNS

STATEMENT BY MINISTER 5918—20

The Minister of Defence (Shri Krishna Menon) made a statement on the crash of an I.A.F. plane near Tambaram (Madras) on the 12th March, 1961.

BILL PASSED . . . . 5920—35

Further discussion on the motion to consider the Insurance (Amendment Bill, 1961 Concluded and the motion was adopted. After clause-by-clause consideration the Bill, as amended, was passed.

DEMANDS FOR GRANTS . . 5935—6086

The discussion on Demands for Grants in respect of the Ministry of Education commenced and was concluded. The demands were voted in full.

AGENDA FOR TUESDAY, MARCH 21, 1961/PHALGUNA 30, 1882 (SAKA) —

Discussion and voting on Demands for Grants in respect of the Ministries of Health, and Scientific Research and Cultural Affairs.

GMGIPND—LS II—2269 (Ai)—LSD—29-3-61—900.